



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme  
**School Performance Review (SPR)  
Report**

**AL MUROOJ PRIVATE ENGLISH KG &  
SCHOOL**

23 - 26 February 2023

Overall Effectiveness

GOOD





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## PURPOSE AND SCOPE

Sharjah Private Education Authority (SPEA) is grateful to Sharjah private schools and their stakeholders including students and their parents, teachers and staff, school leaders and governors for sharing their views of the school and engaging with our review teams during this School Performance Review (SPR). This report shares the findings of this four-day review. It identifies strengths and areas for improvement along with strategic recommendations intended to help the school bring about its own improvement.

### Purpose

The main purpose of this SPR is to assist schools in their continuous improvement journey through an external validation of their progress, quality and capacity to improve in the context of Sharjah Private Education Authority's (SPEA) vision to achieve *'Excellence in Education'* by 2024. SPEA has been a pioneer in supporting the private education sector in Sharjah, driven by its mission of *'Enabling the learner's community to grow and achieve aspiring outcomes through supportive and effective services.'* This new and innovative approach to school review is an important part of our strategy for achieving this vision because it supports continuous school improvement.

### Scope

This review is guided by Performance Standards 1 to 6 and seventeen related Performance Indicators taken from the 2015-16 UAE School Inspection Framework. These Performance Standards relate to Student's achievement, Students' personal and social development, and their innovation skills, Teaching and assessment, Curriculum, The protection, care, guidance and support of students, and Leadership and management.

The findings relating to the six Standards and their associated Indicators will provide judgements based on the six-level scale in the UAE School Inspection Framework. These judgements will help schools understand the impact of their provision on students' academic and personal outcomes.

Where applicable, the SPR also gathered information about the provision for Arabic language, the school's use of international benchmarking data, and the provision for KG.



## THE SCHOOL PERFORMANCE REVIEW PROCESS

The SPR uses the six Performance Standards (PS) and seventeen Performance Indicators (PI) from the UAE School Inspection Framework issued in 2015, as follows:

**Performance Standard 1: Students' achievement**, comprising:

- PI 1.1 Attainment
- PI 1.2 Progress
- PI 1.3 Learning skills

**Performance Standard 2: Students' personal and social development, and their innovation skills**, comprising:

- PI 2.1 Personal development
- PI 2.2 Understanding of Islamic values and awareness of Emirati and world cultures
- PI 2.3 Social responsibility and innovation skills

**Performance Standard 3: Teaching and assessment**, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

**Performance Standard 4: Curriculum**, comprising:

- PI 4.1 Curriculum design and implementation
- PI 4.2 Curriculum adaptation

**Performance Standard 5: The protection, care, guidance and support of students**, comprising:

- PI 5.1 Health and safety, including arrangements for child protection/safeguarding
- PI 5.2 Care and support

**Performance Standard 6. Leadership and management**, comprising:

- PI 6.1 The effectiveness of leadership
- PI 6.2 Self-evaluation and improvement planning
- PI 6.3 Partnerships with parents and the community
- PI 6.4 Governance
- PI 6.5 Management, staffing, facilities and resources





## Judgements

The judgements stated in this report use the following six-level scale.




<b>Outstanding</b>	The quality of performance substantially exceeds the expectations of the UAE
<b>Very good</b>	The quality of performance exceeds the expectations of the UAE
<b>Good</b>	The quality of performance meets the expectations of the UAE
<b>Acceptable</b>	The quality of performance meets the minimum level required in the UAE
<b>Weak</b>	The quality of performance is below the expectation of the UAE
<b>Very weak</b>	The quality of performance is significantly below the expectation of the UAE

To gather the required information to inform these judgements, our team of reviewers carried out a wide range of activities during the four-day visit, including:

- visits to 118 lessons in Arabic, Islamic education, UAE social studies, English, mathematics, science and other subjects, including 30 lessons reviewed jointly with senior leaders of the school.
- reviewing important documents such as, students' attainment data, school self-evaluation form, school policies and the school improvement plan;
- meeting the Governors, Principal, middle leaders, subject coordinators, teachers, parents, and students;
- reviewing teachers' lesson plans, samples of students' coursework and related information;
- attending school activities such as assemblies, arrivals, departures, and break times; and
- analysing the outcomes of the surveys returned by parents.



## SCHOOL INFORMATION

School	School ID	122
	School location	Al Azra, Sharjah
	Establishment date	1 Sept 1994
	Language of instruction	English
	School curriculum	UK National Curriculum
	Accreditation body	Cambridge
	Examination Board	Cambridge
	National Agenda Benchmark Tests/ International assessment	PISA, TIMSS, GL, CAT4
	Fee range	AED 11,100 to 14,000
Staff	Principal	Ms Sundus Altajar
	Chair of Board of Governors	Ms Amna Ahmed AlMulla
	Total number of teachers	17
	Total number of teaching assistants	2
	Turnover rate	30%
	Main nationality of teachers	Syrian, Jordanian, Indian
	Teacher: student ratio	1:12
	Total number of students	206
	Number of Emirati students	112
	FS: number and gender	Total 24: Girls 13, Boys 11
	Primary: number and gender	Total 182: Girls 89, Boys 93
	Middle: number and gender	
	High: number and gender	
	Nationality groups	1. Egyptian 2. Jordanian
Total number of students with special educational needs	4	

## PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
<b>ACCEPTABLE</b>	<b>GOOD</b>



## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of five reviewers' 118 lessons, 30 of which were carried out jointly with school leaders.

### **SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:**

The school's overall effectiveness is good. This is an improvement since the previous review visit where the overall effectiveness was acceptable. Leaders' clear strategic direction is embedded in effective self-evaluation and concise improvement planning which is shared with stakeholders at all levels. This has improved the quality of teaching and learning as well as students' overall achievement. The quality of personal development, care, support and guidance is good, and the facilities are adequate. The quality of leadership of teaching is good. The overall learning environment is good.

### **KEY AREAS OF STRENGTH:**

- The overall performance of the school from acceptable to good since the inspection of 2018.
- Good overall progress in FS and good progress in Islamic Education, social studies, English, mathematics and science in Primary.
- The attitudes and behaviour of a great majority of students to their learning and the kindness and respect they show to others.
- Students' knowledge and understanding of the UAE culture and of Islamic values.
- The overall quality of teaching, which involves good knowledge, careful timing, effective strategies, and pace.
- The quality of safeguarding, care, support, and guidance.
- The quality of leadership shown by the principal and the middle leaders.
- The good leadership and development of teaching and learning.

### **KEY AREAS OF IMPROVEMENT:**

- The progress of students in science in Primary and in Arabic First Language (AFL) and Arabic Second Language (ASL) across the school.
- The quality of assessment and the way it is used to influence what is taught next.
- The attendance and punctuality of a minority of students.
- The improvement of support for students who have been identified as special needs (SEN) or those who are gifted and talented (G&T).
- The improvement in the quality of assessment across all subjects.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Good.

Indicators:		FS	Primary	Middle	High
Islamic Education	Attainment	Good	Good	N/A	N/A
	Progress	Good	Good	N/A	N/A
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	N/A	N/A
	Progress	Acceptable	Acceptable	N/A	N/A
Arabic (as a Second Language)	Attainment	Acceptable	Acceptable	N/A	N/A
	Progress	Acceptable	Acceptable	N/A	N/A
Social Studies	Attainment	N/A	Good	N/A	N/A
	Progress	N/A	Good	N/A	N/A
English	Attainment	Acceptable	Acceptable	N/A	N/A
	Progress	Good	Good	N/A	N/A
Mathematics	Attainment	Acceptable	Acceptable	N/A	N/A
	Progress	Good	Good	N/A	N/A
Science	Attainment	Acceptable	Acceptable	N/A	N/A
	Progress	Good	Acceptable	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	N/A	N/A
	Progress	Acceptable	Acceptable	N/A	N/A
Learning Skills		Good	Good	N/A	N/A





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic Education is good overall. The school's internal data shows that students make very good progress in FS and Primary. This does not match with that seen in lessons and in students' work, where the majority of students make progress that is above curriculum expectations.</li><li>• The school's internal data shows that attainment is outstanding in FS and Primary. This does not fully match with that seen in lessons and in students' work, which shows the majority of students reach levels of attainment that are above curriculum standards. There is no external data for Islamic Education.</li><li>• The majority of students in the FS and Primary develop good Islamic Education knowledge and skills. In FS, children develop a good knowledge of Islamic etiquettes, for example etiquettes related to eating. In Primary, the majority of students develop a secure understanding of the Islamic Faith. They make good progress in understanding obligatory prayers. They develop a good understanding of Surah, and they develop an understanding of the stages of the Prophet's (PBUH) migration from Mecca to Medina. Students develop a secure understanding of the general meaning of the Noble Hadeeth. Overall, students' accurate memorisation of the Noble Hadeeth is less well developed.</li><li>• Most groups of students make above-expected progress overall.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Children develop a good knowledge of Islamic etiquettes in FS.</li><li>• Students develop a secure understanding of the Islamic Faith in Primary.</li></ul>	<ul style="list-style-type: none"><li>• Students' accurate memorisation of the Noble Hadeeth in Primary.</li></ul>



<b>Arabic</b>	<ul style="list-style-type: none"><li>• Students' achievement in Arabic as a first language (AFL) and Arabic as a second language (ASL) is acceptable across the school. Progress seen in lessons is acceptable in AFL and ASL in FS and Primary. This does not match the school's internal assessments which say that progress is good in AFL and ASL.</li><li>• Internal assessment data for AFL indicate that at least the majority of students attain above curriculum standards. This does not match what was seen in lessons and in students' work. There is no internal data for ASL.</li><li>• In AFL, most students make expected progress in listening, speaking, reading, and writing in FS and Primary. In FS, children learn to read and write letters and simple words accurately. They distinguish between the short and long sounds in given letters and accurately read words that contain short and long sounds. In Primary Phase, AFL students make good progress using new words when speaking and writing complete sentences and in identifying verbs, nouns, and letters. Students make acceptable progress in identifying the main ideas in texts or using new terms when reading and writing short paragraphs. They make acceptable progress in understanding grammar rules. While progress is acceptable overall, independent writing skills are less well developed. In ASL, FS children show acceptable standards in reading and writing letters and simple words. In Primary, students develop acceptable speaking, listening, reading, and writing skills. They read and write words and sentences, but they find reading and writing longer texts more difficult. In classroom discussions in AFL and ASL in all phases, students use standard Arabic consistently when speaking.</li><li>• All groups of students make expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Progress in identifying the main ideas in given texts across the school.</li><li>• Progress in understanding grammar rules in Primary.</li></ul>	<ul style="list-style-type: none"><li>• Students' progress in reading and writing longer sentences in Primary Phase ASL.</li><li>• Students' progress in using their own words when independently writing in AFL in both phases.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is good. In lessons and in their work, students make good progress.</li><li>• Students' attainment is good in Primary. Internal assessment data indicates outstanding attainment. This was not seen in lessons and in students' work, where the majority of students attain above curriculum standards. There is no external data for social studies.</li><li>• In lessons and in students' work, the majority of students make better than expected progress in Primary. In Primary most students develop a sound understanding of the UAE national identity. For example, they can describe examples of UAE heritage and identify UAE cities located on the west coast. Students develop a secure understanding of international industries. They have a good knowledge about the challenges facing international industries and the reasons for their development. However, students' understanding of the UAE national economy and its dependence on non-renewable sources of energy is less well developed.</li><li>• Overall, the majority of groups of students make better than expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Primary students' knowledge and understanding of national identity.</li><li>• Primary students' secure understanding of international industries.</li></ul>	<ul style="list-style-type: none"><li>• Primary students' understanding of non-renewable energy sources.</li></ul>



English	<ul style="list-style-type: none"><li>• Students' achievement in English is good overall. In lessons and in their work, the majority of students make more than the expected progress over time. This does not match the internal assessment data, which shows very good progress in Primary.</li><li>• Students' attainment is acceptable overall. External data indicates that attainment is weak across the school. Lesson observations and scrutiny of books shows that most students' attainment is in line with expectations.</li><li>• In FS, children make gains in building their knowledge of phonics. They develop their understanding further to decode and read a range of letters and words. Students in Primary progress well with their speaking and listening skills. They use correct grammar and syntax confidently in both their spoken and written work. Older students produce well-crafted written accounts for a range of different purposes. Across the school, students develop confidence in speaking and responding to questions or in dialogue. Students do not always read with expression and meaning. Some younger students in Primary lack ability in expressing themselves at length and fluently in discussions and collaborative activities. By the time students reach upper Primary, they develop the ability to skim and scan information for specific purposes.</li><li>• Overall, most groups make similarly good progress. Gifted or talented students or those with SEN do not progress consistently as well as they might.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Children's learning of phonics, letter formation and sentence construction in FS.</li><li>• Older students' writing skills in Primary.</li></ul>	<ul style="list-style-type: none"><li>• Students' skills to read and speak fluently, and with expression and at length in Primary.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is good. The school's internal data shows that students make outstanding progress in FS and Primary. This does not match with that seen in lessons or in student's work, where the majority of children in FS and students in Primary make progress which is above the expectation.</li><li>• The school's internal data shows that attainment is good in FS and very good in Primary. This was not seen in lessons and students' work, where attainment was seen to be acceptable. The school's external data indicates that attainment is weak in Primary. There is no external data for FS.</li><li>• The majority of children in FS and students in Primary make more than the expected progress. Children in FS make good progress in understanding number and place value across a range of practical counting activities. Students in lower Primary can interpret data using simple scales. Older students can identify and write congruence statements involving angles and sides. As students become older, their accurate use of mathematical language supports their descriptions of the properties of 2D and 3D shapes. Overall, students' mental mathematics skills are underdeveloped as are their ability to solve word-based problems independently.</li><li>• Most groups of students make good progress overall. However, some high-attaining students do not make as much progress as they might.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• FS children's understanding of number and place value.</li><li>• Primary students' knowledge of 2D and 3D shape, their properties and their use of accurate mathematical language.</li></ul>	<ul style="list-style-type: none"><li>• Students' mental mathematical skills across the school.</li><li>• Students' skills to solve word problems independently in Primary.</li></ul>





<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is acceptable. In FS, attainment is acceptable, and progress is good. This is not aligned to the school's internal data, where progress over time was judged as very good in FS and outstanding in Primary.</li><li>• Internal assessment data show attainment as very good in FS and outstanding in Primary Phase. External data indicates that students' attainment is weak. This is not seen in lessons and students' work, where most students' attainment is in line with expectations in both phases.</li><li>• In FS, children make good gains learning about the world. For example, the changes in seasons and weather conditions. In lower Primary, students build on their understanding of earth sciences adequately, for example when they learn about adult and baby animals. By the time they reach upper Primary, students develop adequate knowledge of science facts and theory. For example, they can explain food chains and food webs and describe how sound travels through air. Students' skills in conducting scientific experiments are underdeveloped. As a result, they are unsure when verifying scientific assumptions and insecure in their predictions.</li><li>• Overall, different groups of students make acceptable progress. High-attaining students do not consistently achieve their potential because their work lacks challenge.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• FS children's understanding of the world.</li><li>• Students' knowledge of scientific concepts through links with the outside world across the school.</li></ul>	<ul style="list-style-type: none"><li>• Students' skills in conducting practical and scientific investigations and experiments in Primary.</li></ul>

<b>Other subjects</b>	<ul style="list-style-type: none"><li>• Students' achievement in other subjects is acceptable. In lessons and in their work, most students make the expected progress in PE and Art, but progress is better in ICT.</li><li>• In PE, attainment is acceptable, students make adequate progress in their knowledge, skills and understanding of different physical skills, through practice as well as through competitive games. For example, in football, students understand the importance of warming up before playing and they enjoy the success they have in competitive games.</li><li>• In Art, students' attainment is acceptable. They make acceptable progress when developing their creative and drawing skills. For example, they can use a pencil to draw architecturally and creating light and dark effects through shading.</li><li>• In ICT, students make good progress. For example, they understand how to create PowerPoint slides and posters in MS Word, and older Primary students create presentations of high quality.</li><li>• All groups of students make the expected progress overall.</li></ul>
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	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none"><li>Students' gains in creating PowerPoint slideshows in Primary.</li><li>Students' achievement in designing digital posters in Primary.</li></ul>	<ul style="list-style-type: none"><li>Students' performance skills in PE.</li><li>Students' attainment in Art across the school.</li></ul>

Learning Skills	<ul style="list-style-type: none"><li>Students' learning skills are good overall. Most engage fully in learning and show positive attitudes. Students interact with each other enthusiastically, enjoy learning and respond to their teachers in a positive way. Students collaborate and support each other well with their work. Throughout the school, they work well as "little teachers" to lead segments of the learning in "flip-learning" lessons. Students often talk and answer questions and engage in dialogue in a lively fashion.</li><li>Students take their communication skills further by presenting ideas at greater length in class discussions. This helps promote their thinking, understanding and confidence in speaking. A few students can be passive, they do, however, know what they have learnt, and understand how to improve their work.</li><li>In Islamic Education, students collaborate well in a range of learning situations, they apply what they have learnt to the real world and make connections between areas of learning. Across the school, students often relate what they are doing to the world around them.</li><li>Students think critically when working on problem-solving, reading comprehension or crime scene investigations in English. However, students' innovation and enterprise skills are still developing. Students make little use of technology to support their work across. They do not use digital devices frequently.</li></ul>	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none"><li>Students' positive attitudes towards their work.</li><li>Students' collaborative learning skills and participation in flip-learning.</li></ul>	<ul style="list-style-type: none"><li>Students' innovation and enterprise, skills.</li><li>Students' use of digital devices across all curriculum areas.</li></ul>



## PERFORMANCE STANDARD 2: STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

Indicators:	FS	Primary	Middle	High
<b>Personal development</b>	<b>Good</b>	<b>Good</b>	<b>N/A</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>Students' personal and social development is good. Their innovation skills are acceptable. Students have positive and responsible attitudes. They generally respond well to critical feedback; however, they do not take much personal responsibility in their learning. Students display good behaviour and self-discipline. Incidents of bullying are rare, and the school takes effective action when necessary. Strong relationships are well established between students and teachers. This impacts positively on students' confidence.</li><li>Students have a good understanding of healthy eating, they bring healthy food to school, and take part in daily exercise routines. However, there are a few students who make unwise food choices.</li><li>Students' attendance is acceptable at 93%. Most students attend school and lessons on time, but this is inconsistent.</li></ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Good</b>	<b>Good</b>	<b>N/A</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>Students are respectful and knowledgeable about their own and other cultures. Many reflect Islamic values in their commitment to learning, their respectful behaviour and their kindness to one another. They form a harmonious school community and feel they belong to an extended family.</li><li>Students demonstrate a respect for the heritage and culture of the UAE, they make links to the values which underpin the UAE and how they transfer these into their own lives, they are very reflective and respectful of their culture.</li><li>Students express a basic understanding of global environmental concerns and have implemented practical activities to support environmental sustainability.</li></ul>				
<b>Social responsibility and innovation skills</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>Students actively volunteer within the school and the local community. The Student Council manage donations and fundraising events to help orphans in the UAE and other humanitarian causes. These include fundraising for Syrian refugees, and support for Turkey after the recent earthquakes.</li><li>Many students show a positive work ethic. They enjoy lessons but only sometimes take the initiative to organise activities themselves. Their innovation and enterprise skills are underdeveloped.</li></ul>				



<ul style="list-style-type: none"> <li>Students demonstrate an acceptable understanding of the benefits of sustainability by organising recycling in school. They help promote sustainability and conservation in the community by planting trees.</li> </ul>
<b>Areas of Strength:</b>
<ul style="list-style-type: none"> <li>Students' understanding and appreciation of Islamic values and Emirati heritage and culture.</li> <li>Student-staff relationships are respectful and caring.</li> </ul>
<b>Areas for Improvement:</b>
<ul style="list-style-type: none"> <li>Students' attendance and punctuality.</li> <li>Students' deeper understanding of environmental issues and how they can take effective action.</li> </ul>

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	FS	Primary	Middle	High
<b>Teaching for effective learning</b>	<b>Good</b>	<b>Good</b>	<b>N/A</b>	<b>N/A</b>
<ul style="list-style-type: none"> <li>The overall quality of teaching is good. Most teachers have a good knowledge of their subjects which they use well when considering how students learn. This is seen particularly in Islamic Education, social studies, English and mathematics.</li> <li>In the best lessons in English, mathematics, social studies and Islamic Education, time is managed well as are resources. Teachers in these subjects teach with enthusiasm and students become highly engaged as a result.</li> <li>Teachers use videos to enhance lessons and ensure learning is pro-active. This makes lessons interesting. Where teaching is strong, teachers think creatively and take learning beyond the guidelines of the textbook to enhance students' thinking. This is not often seen in Arabic and science, where lesson planning, time-management and the use of resources are only acceptable.</li> <li>Teachers' positive interactions with students ensure their close focus and most are willing learners. Teachers' questioning engages students in a meaningful way but at times does not sufficiently enhance creativity, critical thinking and innovation in all subjects. Questioning is often open-ended. At times, however, it does not explore all the possibilities for learning or help students consider concepts at a deeper level.</li> <li>Teachers promote some activities to develop students' research, innovation and problem-solving skills, but this is not consistent across all subjects.</li> </ul>				
<b>Assessment</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>	<b>N/A</b>



- The quality of assessment is acceptable. Internal and external assessment processes link to the school's curriculum. School benchmarking data provides detailed analysis of how well students are achieving. Only a small minority of students have taken international tests, including IBT and TIMSS. The tests were supervised by the school, but results attained were not moderated. The number of students taking the tests was too small to make the results statistically reliable.
- Teachers do not analyse data from assessment outcomes effectively or consistently to monitor students' progress. Lesson plans lack references to the assessment of different groups of students, such as the more able and those who may need additional support.
- The school aspires to use assessment for learning as a strategy in all subjects. This was only evident in a minority of lessons. Feedback to students about the next steps in their learning has improved but remains underdeveloped.

**Areas of Strength:**

- Teachers' strong subject knowledge and clarity of expression leads to the development of students' better understanding.
- Clear and coherent Internal assessment processes.

**Areas for Improvement:**

- Teaching to develop critical thinking, problem-solving, innovation and independent learning.
- Use of assessment information to meet the needs of all students.
- Regular, constructive feedback to students on how to take the next steps to improve their work.

**PERFORMANCE STANDARD 4:  
CURRICULUM**

Indicators:	FS	Primary	Middle	High
<b>Curriculum design and implementation</b>	<b>Good</b>	<b>Good</b>	<b>N/A</b>	<b>N/A</b>

- The overall quality of the curriculum is good, and it now meets government regulatory requirements with regard to the provision for ASL. The curriculum has a clear rationale and is broad and balanced. It develops students' skills, knowledge and understanding effectively.
- In English, Islamic Education, mathematics and social studies, students develop good understanding and a thorough knowledge. However, in science and Arabic language, the focus is more on knowledge acquisition rather than on the development of skills. The school now complies with all licensing and statutory requirements.
- The curriculum ensures good progression and continuous build-up of knowledge from year to year. This meets students' needs and prepares them for the next phase of their education. As a result, learning builds on previous achievements.





- The curriculum includes the core subjects. PE, Art and ICT are also taught but there is a limited choice apart from this. Cross-curricular links are planned in Arabic medium subjects and there are good links between them. In English, teachers often include references to other learning such as in environmental studies or moral education. In a few other subjects, the links between learning is at an earlier stage of development.
- The school conducts regular reviews to ensure good provision in most subjects. It uses prescribed textbooks, workbooks and resource books from the statutory curriculum to ensure consistency and continuity. In a few subjects, especially English, the curriculum is enhanced more creatively.

<b>Curriculum adaptation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>	<b>N/A</b>
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- Regular processes for curriculum review and development are in place across all subjects. These processes include regular meetings of subject departments and whole school staff meetings. The school makes adequate modifications to meet the needs of most groups of students.
- The curriculum is functional but lacks opportunities in a few subjects for students to have enriched experiences. They have too few opportunities to engage in activities which promote enterprise, innovation or social awareness. The curriculum is insufficiently adapted to enhance the learning of students with SEN or those who are gifted or talented.
- Some appropriate learning experiences enable students to broaden their understanding of the UAE's values, culture and society. These include links in lessons to outside life, programmes in assembly and planned local trips.

**Areas of Strength:**

- The clear rationale of the curriculum with inbuilt continuity and progression of knowledge.
- UAE links are strong across the curriculum and students take pride in the UAE culture and its cosmopolitan society.

**Areas for Improvement:**

- Modification of the curriculum to meet the needs of students with SEN or those who are gifted or talented.
- Innovation, enterprise and entrepreneurship within lessons and outside in school.

**PERFORMANCE STANDARD 5:  
THE PROTECTION, CARE, GUIDANCE AND SUPPORT OF  
STUDENTS**

Indicators:	FS	Primary	Middle	High
<b>Health and safety, including arrangements</b>	<b>Good</b>	<b>Good</b>	<b>N/A</b>	<b>N/A</b>



for child protection /safeguarding				
<ul style="list-style-type: none"><li>• The quality of safeguarding, child protection, care, guidance and support of students is good. Procedures for safeguarding are effective. Staff and parents are trained in child protection policies and procedures. These are shared with parents and simplified brochures are made for the students. Wadeema's Law is taught and displayed in all classes, ensuring students know their rights. Staff are aware of how to protect children against different forms of abuse, including cyberbullying. Students confirm that they feel safe and well cared for.</li><li>• The school provides a safe environment. Students are well supervised, including on school buses. There are regular inspections and fire drills to ensure students' safety. Thorough records are kept of incidents and maintenance related to school policies and risk audits, these are stored safely and conscientiously.</li><li>• The school's premises are clean and well-maintained. There are ramps for those with mobility issues.</li><li>• The school promotes healthy living through health education programmes and activities which are developed in various subjects. The school nurse contributes effectively to health education lessons. The school has procedures in place to monitor a minority of students who do not make healthy choices.</li></ul>				
<b>Care and support</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>• Relationships between staff and students are warm, supportive, and respectful. Behaviour management is highly effective, and the majority of students manage their own behaviour well. Relationships between staff and students are positive and supportive. Behaviour management is successful.</li><li>• The school's approach to promoting good attendance is only partially effective. Even though staff have put special measures in place to promote good attendance, it is only acceptable at 93% attendance, overall.</li><li>• The school identifies students who have SEN or who are gifted or talented by liaising closely with teachers and parents. Specialist SEN staff provide effective support for individual students with SEN, but support is less effective in many lessons. Gifted or talented students are supported acceptably but they are not challenged sufficiently in lessons.</li><li>• Students' wellbeing and personal development are monitored at regular intervals throughout the year. Students receive good support from the social worker and psychologist in dealing with personal issues.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Effective procedures and practices to safeguard students.</li><li>• Positive, respectful relationships between all members of the school community.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• Support for students with SEN or who are gifted or talented in lessons.</li><li>• The continuous monitoring of a minority of students to support them to make healthy choices.</li><li>• The promotion of attendance and punctuality.</li></ul>				



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

### Indicators:

<b>The effectiveness of leadership</b>	<b>Good</b>
<b>Self-evaluation and improvement planning</b>	<b>Good</b>
<b>Partnerships with parents and the community</b>	<b>Good</b>
<b>Governance</b>	<b>Acceptable</b>
<b>Management, staffing, facilities and resources</b>	<b>Acceptable</b>

- The overall quality of leadership and management is good, and governance is acceptable. The principal and her colleagues are fully committed to improving the school. They set a clear, strategic direction. Relationships are courteous and professional.
- Leaders promote inclusion and the UAE national priorities. They have been successful in improving the school since the previous inspection of 2018 from acceptable to good overall. They demonstrate an acceptable capacity to improve the school further. This capacity is only acceptable and not good because there is no vice principal and no senior leadership team.
- Leaders at all levels demonstrate a good awareness of how to improve the school. The principal has distributed leadership responsibilities as well as possible. For example, middle leaders have been successful in improving teaching and learning in many subjects. Regular meetings of subject-leaders and teachers, alongside an increasingly rigorous monitoring of teaching, have played a role in raising standards.
- Leaders review lessons frequently and give constructive feedback to teachers. However, these observations do not always focus enough on the impact of teaching on students' learning. Processes to share best practice are developing well. The strategic direction provided by the principal, who has been in post for just over a year, has had a notably positive impact on the school's performance.
- School improvement planning is thorough and involves a wide range of stakeholders. Plans are firmly rooted in the findings of self-evaluation, which is realistic and quite accurate. Leaders have successfully addressed most of the recommendations from the previous inspection, apart from the need to strengthen the leadership team.
- The School Improvement Plan is a useful document which identifies a suitable set of priorities well. Leaders monitor action plans regularly, but monitoring is sometimes insufficiently focused on the impact of these plans, including on students' achievement.
- Many parents are involved in school life at various levels and greatly appreciate its contribution to their children's education. They are very supportive of the work of staff and their views are



considered carefully in line with school improvement priorities. Communications with parents are of good quality, and reporting procedures ensure parents are well-informed about their children's learning and development.

- The school benefits from positive links with local community organisations. It organises students' charity work and volunteering. This enhances students' awareness of the needs of the community. The school enjoys good partnerships with the local community and partner schools. International and regional partnerships are underdeveloped.
- Governance is acceptable. The governing body includes the owners, parents and educationalists. It meets regularly and the chair of governors is a familiar figure around the school. Governors periodically monitor leaders' actions and have a good understanding of the school's strengths and weaknesses. However, senior leadership responsibilities rest with the principal alone. This is unsustainable.
- Daily management of the school is well-organised, and it runs smoothly. Staff mobility is high, and the delegation of responsibilities is at times stretched thinly. Teachers are suitably qualified and receive good, regular professional development, which is matched well to the school's priorities.
- Learning areas and facilities are sufficient to support students' learning. The outdoor sports facilities are acceptable. However, there is room for improvement. This applies to the provision for, and use of, digital learning technologies as well as in the library which is under-resourced.

#### Areas of Strength:

- The principal and her colleagues are fully committed to improving the school. They set a clear, strategic direction.
- Daily management of the school is well-organised, and it runs smoothly.

#### Areas for Improvement:

- Strengthen the senior leadership structure through the appointment of a new vice principal and wider delegation of senior leadership roles.
- Resources for learning in terms of digital learning technologies as well as in the library which is under-resourced.

## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There are three teachers of Arabic first language in the school, and the ratio of teachers to students is 1:10. There are a further two, recently appointed teachers of Arabic as a second language, where the teacher to student ratio is approximately 1:2. The balance of Arabic teaching is for FS2 & Yr1 - 5 lessons per week; Year 2 & Year 4 - 6 lessons per week; and Year 5 and Year 6 - 5 lessons per week.
- The library provision consists of 1091 books in Arabic and 1213 Arabic books in English. Around 46 per cent of these are fiction and 54 per cent non-fiction. Students are encouraged to visit the school library by:
  - introducing them to competitions that prompt them to acquire books.



- building a connection between academic and non-academic books supporting the same concepts and encouraging students to borrow them from the library.
  - urging students to research and work on different projects using books from the library.
  - engaging students in extra- curricular activities which advocate book borrowing. For example, participating in a SPEA organised event called “A Character from my Preferred Book.”
  - organising school events that support the notion of reading. For example, a school event called “Character Day” where students had to dress up as their favourite book character and present a brief summary about the book to their classmates.
- Records are maintained of the books borrowed by students. A librarian helps students access appropriate reading material in Arabic. English and Arabic teachers are responsible for helping students choose appropriate reading materials. There are also class libraries with reading materials in Arabic. These resources are updated regularly.
  - Students have limited access to reading resources online in the classroom.
  - Students also take part in various competitions, such as a poetry recitation competition, participation in the Arab Reading Challenge competition, an Islamic Education Competition Memorising the Holy Qur'an and the Noble Hadeeth of the Prophet (PBUH) and chanting. Parents are informed about competitions and the successful students and are helped to support their children with reading. The school organizes trips to Sharjah Book Fair. Students participate in Al-Warraqueen Used Books Festival as well as the Emirates Publishers Association Book Fair. Parents are responsible for following-up with their child's reading material. They are encouraged to ensure children finish reading the books they borrow and provide them with feedback on the concepts behind these books.

### **The school's use of external benchmarking data**

- The school provides CAT4, GL progress tests and this year, Year 4 is chosen for TIMSS for science and mathematics. It carries out the Cambridge Checkpoint test at the end of primary Phase.
- It provides regular information to parents regarding examinations. It has a full National Agenda Programme (NAP) action plan to guide the activities. For example, meetings with students and parents are scheduled to provide orientation and preparation in advance of the examinations.
- Teachers are given appropriate professional development and training on examinations. Students are given regular examination familiarisation work through practice exam questions in lessons. This is done through quizzes, assignments and class discussions.
- The Reading Plan has been introduced in the school to improve students' English language proficiency. It is followed by regular meetings and discussions with parents about the progress being made by their children. As part of this follow-up, the school runs extra remedial and enrichment classes for students.
- The school shares and discusses all of the examination reports and information with students and parents. Students are aware of future targets set for them.

### **Provision for FS**



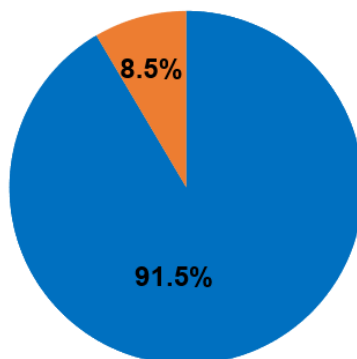


- In FS, there are two class teachers altogether, one for FS2 and one for Year 1. In addition, there are 2 support teachers, one in each class. The overall ratio of adults to children is 1:12.
- Learning resources are allocated to each of the two classes. Children access the outdoor learning resources throughout the day for all lessons, as well as during breaks and lunchtimes. The outdoor environment includes climbing and balancing apparatus. Furthermore, there is a shared indoor activity room with learning resources, art materials, books and role play materials. The school has planned to further improve this provision with more opportunities for child-initiated inquiry and messy play.
- There are several arrangements for induction when children start school, and for their transition to Year 2. These are communicated to parents. At induction, expectations are shared with the parents, through meetings, Telegram, and MS Teams. The FS teachers may also meet the parents to ask any further questions, or to provide advice and support.
- Children with additional needs partake in sessions with the Social Worker and additional interventions are provided to support low attainers.

## VIEWS OF PARENTS

**I am Satisfied with the Quality of Education my Child is Receiving at the School**

No. of Responses = 399



- Strongly Agree / Agree
- Strongly Disagree / Disagree

## STRATEGIC RECOMMENDATIONS & NEXT STEPS

### STRATEGIC RECOMMENDATIONS FOR SCHOOL IMPROVEMENT:

- Raise students' attainment and progress, particularly in AFL and ASL across the school to that reached by students in Islamic Education and social studies by:
  - increasing the range of teaching strategies in lessons.



- enabling students to lead learning more often in lessons.
- ensuring that assessment is a key feature of lessons.
- increasing the level of students' active participation in learning.
- encouraging students to be innovative, creative and enterprising.
- Implement improved support for students who are identified with SEN or who are able, gifted or talented by:
  - matching teaching and the curriculum closely to students' needs.
  - ensuring that all students are suitably supported in their learning.
  - improving the challenge students identified as able, gifted or talented.
  - providing appropriate resources to match the needs of students.
- Improve the quality of assessment in all subjects by:
  - improving the quality of evaluative marking.
  - ensuring that marking and other feedback on students' work clarifies the next steps needed to guide them to improve.
  - including checks on how students respond to marking and feedback.
  - promoting peer-to-peer assessment.
- Improve the attendance and punctuality of a minority of students by:
  - raising students' and parents' awareness of the importance of good punctuality and regular attendance.
  - regularly acknowledging and rewarding students' good attendance and punctuality.
  - reviewing and improving the school's attendance policy and sharing with key stakeholders.
  - following up issues of poor attendance and punctuality promptly with students and their parents.

In addition to considering the full content of this report and identifying actions required to bring about improvement, the school should build the strategic recommendations into its improvement planning process.

In consultation with the assigned School Improvement Advisor, the school should send its revised improvement plan, including specific actions, timescales, and success measures, to SPEA within two months of the publication of this report. Four months later, the school should submit a detailed report on progress to SPEA.

SPEA's next school review will validate the progress report and include a review of further progress made by the school in implementing the recommendations from this SPR report.

If you have a concern or wish to comment on any aspect of this report, please contact SPEA on [schools.review@spea.shj.ae](mailto:schools.review@spea.shj.ae) within three weeks of receiving this report.