



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

# School Performance Review (SPR)|Report

THE NEW FILIPINO PVT SCHOOL

19-22 February 2024

**Overall  
Effectiveness:  
ACCEPTABLE**





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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-point 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-point 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 lessons in Arabic, Islamic education, UAE social studies, English, mathematics and science, and other subjects, including lessons reviewed jointly with senior leaders of the school;
- reviewing important documents such as school self-evaluation form, school policies and the school improvement plan; meeting the Governors, Principal, senior leaders, middle leaders, subject coordinators, teachers, parents, and SEN
- 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	143
	School location	Al Jazzat – Al Riqqa Suburb, Sharjah
	Establishment date	1996
	Language of instruction	English
	School curriculum	Philippine
	Accreditation body	-
	Examination Board	N/A
	National Agenda Benchmark Tests/ International assessment	ASSET, CAT4
	Fee range	5,200 - 8,666AED
	Principal	Belinda Neustro
	Chair of Board of Governors	Maria Sales Ansari
Staff	Total number of teachers	50
	Total number of teaching assistants	2
	Turnover rate	19%
	Main nationality of teachers	Filipino
	Teacher: student ratio	1:27
	Total number of students	1,368
	Total number of students per phase	Phase 1: 278 Phase 2: 734 Phase 3: 276 Phase 4: 80
	Number of Emirati students	0
	Number of Emirati students per cycle	0
	Phase 1: number and gender	Boys: 168 Girls: 110
	Phase 2: number and gender	Boys: 367 Girls: 367
Phase 3: number and gender	Boys: 139 Girls: 137	
Phase 4: number and gender	Boys: 42 Girls: 38	
Nationalty groups:	1. Filipino 2. Pakistani 3. Afghani	
Students	Total number of students with special educational needs	9



## PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	ACCEPTABLE

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 158 lesson observations, 48 of which were carried out jointly with school leaders.

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

The school's overall effectiveness is acceptable. This is the same outcome as in the previous review visit in January 2023. The school has expanded since the last review with almost double the number of students, 56% new teachers and new management and premises. Students are well behaved with positive attitudes and good relationships with the teachers. A caring ethos permeates all aspects of the school, ensuring students' safety. The principal has been in school for 11 years and was an acting principal in the previous review. The school leaders are committed to the school and are well supported by the management's positive involvement. The school faces challenges with the increased number of students and new teachers. The infrastructure is spacious with specialist facilities for the students. The learning environment is not always conducive with the increased number of students and limited resources in some cramped classrooms in Phase 1 and 2. Teachers have had professional development, but this is not specific to their individual needs, as support is needed in Phase 1, KG and in data analysis. Regular monitoring by the principal and governors is beginning to have an impact. Provision for special education needs (SEN) has improved. The curriculum requires further modification and plans shared with the social worker to meet the different needs of all students.

#### KEY AREAS OF STRENGTH:

- Students' behaviour, positive attitudes and relationships with the teachers.
- A caring ethos permeates all aspects of the school, ensuring students' safety.
- Commitment of the school principal and positive impact and involvement of the governing body.

#### KEY AREAS FOR IMPROVEMENT:

- Effective provision for young children in Phase 1.
- Students' achievement in most key subjects.
- Teaching strategies and effective use of data.
- Modification of the curriculum to meet the needs of all students.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.					
Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as an additional Language)	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
Social Studies	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Weak	Acceptable	Acceptable	Good
	Progress	Weak	Acceptable	Acceptable	Good
Science	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Acceptable	Acceptable	Good	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Weak	Acceptable	Acceptable	Good

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Islamic Education	<ul style="list-style-type: none"><li>• Students' achievement in Islamic Education is acceptable across the school. Progress overtime is acceptable, and this is aligned with the school's judgement.</li><li>• There are no externally benchmarked assessments in Islamic Education. Internal assessment data indicates outstanding attainment in Phases 2 and 4, and very good in Phase 3. This doesn't match with what is observed during lessons, where most students attain levels aligned to the curriculum standards.</li><li>• In lessons and in students' work in Phase 2, students understand the Islamic etiquettes. They can identify the Nullifiers of Wudu and explain the meaning of taharah and purification. Rules of worship and performing them in the correct manner is less developed. In Phase 3, most students can understand the Islamic values and manners included in the Noble Hadeeth. Drawing the rules from the Holy Qur'an and Sunnah is underdeveloped. They can describe the concept of repentance and identify its importance in a devout Muslim's life. In Phase 4, most students demonstrate adequate understanding of Islamic rituals and rules. They can discuss the significance of Hijab and explain the Islamic rituals of dressing and adornment for both men and women.</li><li>• The progress of all groups of students is aligned with the curriculum expectations, except for lower attaining students. They sometimes struggle to match the activity they are doing with the learning objectives of the lesson.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' understanding of Islamic etiquettes in Phase 2.</li><li>• Students understanding of Islamic rituals and rules in Phase 4.</li></ul>	<ul style="list-style-type: none"><li>• Students' understanding of rules of worship and performing them correctly in Phase 3.</li><li>• Students' skills of drawing the rules from the Holy Qur'an and Sunna in Phase 2.</li></ul>



<b>Arabic</b>	<ul style="list-style-type: none"><li>• Students' achievement in Arabic as a second language (ASL) is acceptable across the school. Progress overtime is also acceptable, and this is aligned with the school's judgement.</li><li>• There are no externally benchmarked assessments in ASL. Internal assessment data indicates acceptable attainment across phases. This matches with what was observed during lessons, where most students attain levels aligned to the curriculum standards.</li><li>• In lessons and in students' work in Phase 2, students can speak standard Arabic, they can repeat previously learned vocabulary and expressions such as numbers, weekdays, months and seasons. Using new words and phrases to construct meaningful sentences is underdeveloped. In Phase 3, students can read and speak standard Arabic and apply grammatical rules. The skill of listening, understanding and summarizing is underdeveloped. Arabic is not taught in Phases 1 and 4.</li><li>• All groups of students are making the expected progress, except for lower attaining students who make less progress than others. They struggle with comprehension of Arabic and are unable to progress at the same pace.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' progress in developing reading skills across phases.</li><li>• Students' progress in developing speaking skills in Phase 3.</li></ul>	<ul style="list-style-type: none"><li>• Students' writing skills in Phase 2 and ability to construct meaningful sentences.</li><li>• Students' listening and comprehension skills of students in Phase 3.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>Students' achievement in social studies is good across the school. Progress overtime is good, and this is aligned with the school judgement.</li><li>There are no externally benchmarked assessments in social studies. Internal assessment data indicates very good attainment in Phase 2 and good attainment in Phases 3 and 4. This does not match with what was observed in lessons. In Phase 2, where the majority of students attain levels above curriculum standards. It does match what was seen in Phases 3 and 4.</li><li>In lessons and in students' work In Phase 2, students demonstrate clear understanding of economic resources in UAE Society. For example, they can distinguish between renewable energy and non-renewable energy and give examples of different types of energy. Phase 3 students can explain the strategic importance and problems faced in different regions. For example, in borders areas, different geographical regions and their commercial significance. The analysis of geographical maps to investigate places is underdeveloped. In Phase 4, students demonstrate a clear understanding of how important territorial developments influenced and played a role in shaping societies in different periods of civilization.</li><li>All groups of students, including SEN, make the expected progress. In Phase 4, girls make better progress than boys.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' understanding of concepts from a historical perspective.</li><li>Students' understanding of factors which shaped different civilisations in Phase 4.</li></ul>	<ul style="list-style-type: none"><li>Students' analytical skills and ability to read maps in Phase 3.</li></ul>



English	<ul style="list-style-type: none"><li>Students' achievement in English is acceptable overall. Internal assessment in Phases 2 and 3 shows acceptable achievement and this matches with lesson observations. In Phase 4, internal assessment shows attainment as outstanding and progress good. This does not match with what is seen in lessons and recent works where students' achievement was observed to be acceptable.</li><li>External benchmarking, ASSET and PASS results show acceptable attainment in Phase 2 and good attainment in Phase 3. Across all phases, PASS national testing indicates weak attainment in reading and writing.</li><li>In lessons and in class work, children in Phase 1 recognise similarities and differences between different objects, and describe shape, size and colour and can name nouns. In Phase 2, students can identify adjectives, adverbs and pronouns and use them in a simple sentence. Their ability to write extended pieces of work is limited. Phase 3 students can explore the use of alliteration, assonance, rhyme and onomatopoeia. Reading materials are not available to demonstrate the use of these terms effectively. Students' oral skills, especially in higher grades, are well developed and they were able to speak fluently at length. They are not always grammatically correct in class discussions.</li><li>Boys and girls in Phases 1, 3 and 4 make expected progress aligned to the curriculum. In Phase 2, the boys do not progress as well as the girls.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' skills to speak fluently in discussions and debates, especially in the higher grades.</li><li>Students' oral presentation of their work in Phase 4.</li></ul>	<ul style="list-style-type: none"><li>Students' extended writing skills in Phase 2.</li><li>Students reading skills in Phase 3.</li><li>Students' grammatical skills in both speaking and writing in the higher grades.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is acceptable overall. In Phase 1 attainment is weak but acceptable in Phases 2 and 3 and good in Phase 4. Internal assessment data shows weak attainment and progress across all phases. This does not match what was seen during lessons.</li><li>• External assessment data shows acceptable attainment in PASS and weak in ASSET exams in Phases 2 and 3 from Grades 3 to 9.</li><li>• In lessons and work, a large minority of Phase 1 children understand the sequence of ordinal numbers but cannot apply the concept of basic numeracy. In Phase 2, most students understand the concept of division and can identify key words and phrases but find difficulty in solving word problems. They can find the prime factors of a number using a factor tree. In Phase 3, most students demonstrate adequate understanding of similarity of polygons and can identify and multiply different kinds of polynomials. Solving word problems is underdeveloped. In Phase 4, the majority of students can apply geometrical theorems to solve mathematical problems. They identify the secant line in a circle and apply these theorems to solve unknown measures. A majority of students can apply the symmetric property of a circle and achieve standards above their curriculum level in mathematical thinking. Students' mental mathematics across all phases is an area for development.</li><li>• All groups of students make expected progress in Phase 2. Girls make better progress than boys in Phases 3 and 4.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' spatial awareness in Phases 3 and 4</li><li>• Students' understanding of the concept of division in Phase 2.</li></ul>	<ul style="list-style-type: none"><li>• Students' application of basic numeracy in Phase 1.</li><li>• Students' understanding of word problems in Phases 2 and 3.</li><li>• Students' mental mathematic skills across all phases.</li></ul>



<b>Science</b>	<ul style="list-style-type: none"><li>• Student achievement overall is acceptable. It is acceptable in Phases 1 and 2 and good in Phases 3 and 4. This matches the school's internal assessment and progress over time.</li><li>• Student achievement in the international benchmarking examination ASSET is weak across phases. In the external exam PASS the overall students' achievement is good.</li><li>• In lessons and students' work across the school, students show adequate progress in content, knowledge and understanding. Students commonly demonstrate well-developed skills of observation and reasoning. In Phase 1, children show well-developed fine motor skills while constructing models of animal homes and can distinguish the basic needs of man. They cannot draw inferences of scientific themes from their daily lives. In Phase 2, students demonstrate skills of reading and comprehending scientific texts, predicting the genetic traits passed on to offspring. They can describe essential features of plants and how they support adaptation. They do not develop practical skills. Students in Phase 3 demonstrate skills of experimenting and inferring the chemical properties of substances. They can explain different ecosystems and discuss the significance of their components. In Phase 4, students are capable of deducing and analysing magnetic properties and fields and how best they can be used. In Phases 3 and 4 students investigative and research skills are developing. Across the school students knowledge and understanding of scientific vocabulary is underdeveloped.</li><li>• The girls perform better and can articulate their understanding of scientific concepts. The ability of boys is better in innovative projects where they show better participation.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' experiential and practical skills in Phases 3 and 4.</li><li>• Students' knowledge and understanding of scientific vocabulary.</li></ul>	<ul style="list-style-type: none"><li>• Students' practical skills in Phases 1 and 2.</li><li>• Students' investigative and research skills in Phases 3 and 4.</li></ul>



<b>Other subjects</b>	<ul style="list-style-type: none"><li>• Students' achievement in other subjects is acceptable overall.</li><li>• In lessons, students make acceptable progress across other subjects observed including Filipino, technology and livelihood education (TLE), character education and information and communication technology (ICT).</li><li>• In Filipino, most students' achievement is acceptable in Phase 1 and in the lower grades of Phase 2. Students have appropriate listening and speaking skills to respond to questions and follow instructions in Filipino. Some students answer in a combination of English and Filipino. A minority ask for English translation of words which indicates limited vocabulary. In Phases 3 and 4, students are more confident speakers and readers, with some mispronunciation with stressed or accented syllables. They can infer, note details, and extract lessons from literary works and apply them in daily life. Across the phases spelling, writing phrases, sentences and paragraphs are among the least developed skills. In character education, home economics, technology and livelihood education in Phases 2 to 4, students show deep understanding of the relevant values. They are familiar with ethical values of helpfulness, kindness, respect, and compassion and can relate it to their daily lives and hypothetical situations. Practical skills are developed such as reading labels on cereal boxes and understanding what makes certain ingredients healthy or unhealthy. They realise the importance of sustainability and conservation and make them an integral part of their lives.</li><li>• All groups of students are making the expected progress without any significant variation.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' deep understanding in character education and technology and livelihood.</li><li>• Students' achievement in Filipino in Phases 3 and 4.</li></ul>	<ul style="list-style-type: none"><li>• Students' achievement in Filipino in Phase 1.</li><li>• Students' skills in spelling, writing in sentences and paragraphs across the phases in Filipino.</li></ul>



<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• The overall learning skills in the school are acceptable. In Phase 1, learning skills are weak. Children are beginning to develop learning skills as they engage in lessons. When given access to appropriate learning resources, most students in Phases 2 and 3 engage in lessons with enthusiasm, particularly with hands-on activities. In Phase 4 learning skills are good.</li><li>• Students take part in collaborative learning. This is most effective in Phase 3 and 4. Students work in groups and can adequately communicate their learning. In Arabic, students work with the teacher's guidance and learn how to speak appropriately.</li><li>• Students in Phase 3 apply what they have learned in simple ways and make a few connections to real-world situations. For instance, in mathematics, the shapes of objects are related to buildings in UAE. In Phase 4, students in technology and livelihood lessons draw from their experiences and share how to prepare and market seafood.</li><li>• Students in Phases 3 and 4, occasionally use technology to explore and seek information. Independent learning and critical thinking skills are developing across the school. Students generally participate in teacher directed activities with less scope for innovation and creativity. In Phase 4, there is evidence of independent learning skills when students research and make presentations.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' engagement and positive attitudes to learning in phases 2, 3 and 4.</li><li>• Students' communication and collaboration in Phases 3 and 4.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to link their learning to the real world in Phase 3.</li><li>• Students' independent learning skills and critical thinking in all phases.</li></ul>





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

**Students' personal and social development and their innovation skills are good overall.**

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Personal development</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• Students' personal and social development and understanding of Islamic values and Emirati culture is good. Students demonstrate positive and responsible attitudes and show concern towards each other and adults. Students are always polite and courteous and lead the morning assemblies confidently.</li><li>• They respond well to critical feedback but lack skills to take their own ideas forward. Students behave well and show self-discipline and, as a result, bullying is rare. Relationships among students and staff are of mutual respect and support for each other.</li><li>• Students make appropriate choices about their own health and safety and participate willingly in physical education activities. School council members develop leadership skills, take pride in their school and confidently express their views on how to promote safe and healthy lifestyles.</li><li>• Attendance at 94% is good and students are generally punctual.</li></ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• Students' appreciation of the role and values of Islam in UAE society and world cultures is good. Students have a clear knowledge of Islamic values. They show respect and appreciation for values such as greeting visitors in the traditional Islamic way. During lessons they provide a variety of examples of tolerance, patience, and respect for others. Students participate in Recitation of the Holy Qur'an and are involved in Islamic Education week.</li><li>• Students are knowledgeable and appreciative about the culture and heritage of the UAE. They respectfully sing the UAE National Anthem and salute the UAE flag. They celebrate the National day and are involved in cultural activities such as tours to the Heritage exhibition and visit Sharjah Museum.</li><li>• Students demonstrate a sufficient understanding and appreciation of their own Filipino culture through their Independence Day and have a strong association with other Filipino schools. Their understanding of other cultures is less well developed</li></ul>				



<b>Social responsibility and innovation skills</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>• Students' social responsibilities and innovation skills are acceptable. School Council members monitor the supervision of students during break time and morning assembly.</li><li>• Students enjoy their work, are creative but seldom take initiative. Senior students in Phase 4 occasionally make social contributions to humanitarian causes. Students' innovation is typically limited to some activities, such as science projects. Other examples of creativity and enterprise could be seen in the creation of a QR code.</li><li>• Students across the school show adequate environmental awareness. They take care of their surroundings and are aware of the importance of recycling. They celebrate Environmental Day enthusiastically and willingly participate in gardening projects by planting saplings. In Phase 1, children participate with their parents in Sustainability Week and wear different dresses made from recycled material.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Students' positive attitudes, behaviour and relationships with the teachers.</li><li>• Students' understanding of Islamic values and the respect for UAE values and culture.</li><li>• Students' attendance at 94%.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• Students' involvement in national and international partnerships.</li><li>• Students' participation in social contribution and voluntary work.</li><li>• Students' skills in innovation, creativity, and enterprise, particularly in lessons</li></ul>				



## PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

**The quality of teaching and assessment is acceptable overall.**

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Teaching for effective learning</b>	<b>Weak</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>

- Teaching is weak in Phase 1 and only a minority of teachers know how children learn. In all other phases, teachers consistently show secure subject knowledge and are aware of how students learn them. In these phases, teachers plan lessons, manage time and use resources appropriately. The implementation of lesson planning is better in Phases 3 and 4 with greater engagement of students.
- Teachers have friendly rapport with students and create a learning environment where students' expectations are met. Classrooms have displays of students' work and relevant information to create a conducive environment in higher grades. Congested and cramped classrooms, particularly in lower grades, pose a challenge for teachers to supervise and support students during activities.
- Classroom interactions ensure that students are willing learners, but questioning is direct and seldom leads to reflection. In better lessons, questioning and dialogue makes students think, enquire and engage in meaningful discussions. This is not a regular feature across the school.
- Overall, teachers use differentiated learning strategies adequately and generally meet the needs of all students. Teachers do not provide an appropriate level of support and challenge to enable all groups of students to make good progress.

<b>Assessment</b>	<b>Weak</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
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- The school follows a structured internal assessment routine and external examinations, including benchmarking to provide appropriate measures of students' progress. These assessment processes are consistent and generally linked to the school's curriculum. In Phase 1, teachers' questioning is often not linked well to the lesson objective and only a minority of children make progress in line with the curriculum expectations.
- Aligned with the National Agenda the ASSET examination, CAT 4 and PASS examination were undertaken by all students. The performance of students in external benchmarking enhances the school's understanding of the discrepancy between internal and external examinations.
- Analysis of assessment information is not used for personalised teaching and tracking students' progress. As a result, although the teachers have reasonable knowledge of the learning needs of students, they can meet their needs only adequately. The necessary support for low and high attaining students lacks rigour and they make acceptable progress.
- Teachers regularly check students' work and give generic feedback. In better lessons, students are involved in assessing their own work and that of their peers. Teachers generally have some understanding of the students' strengths and weaknesses and provide appropriate support to help them improve.



#### Areas of Strength:

- Teacher's subject knowledge across Phases 2, 3 and 4.
- The benchmarking of students against appropriate national and international examinations.

#### Areas for Improvement:

- Teacher's use of questioning in Phase 1.
- Effective use of assessment data to track students' progress.
- Support to low and high attaining students.

### PERFORMANCE STANDARD 4: CURRICULUM

**The quality of the curriculum is acceptable overall.**

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Curriculum design and implementation</b>	<b>Weak</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>

- It is compliant to both the Philippine and UAE regulatory requirements up to Grade 10. It is reasonably broad and balanced in terms of curricular and co-curricular offerings in Phase 2 to Phase 4. The development and emphasis on knowledge are seen in Phases 1 and 2. In Phase 1, children lack the opportunity for free flow to foster curiosity and develop inquiry skills through a wide range of daily activities. Relevant investigatory and life skills are formed in science, English, character education, health education, technology and livelihood education at Phases 3 and 4. There is an adequate and planned progression for students to the next phase of their academic life for Grade 10 students proceeding to Grades 11 and 12 in other schools.
- There are extra-curricular options to develop the interest and aspiration of students across the school. These include various sports clubs, ICT and sustainability clubs, visual and performing arts, and drum and lyre corps. The curriculum has been enriched by the addition of ICT in Phase 2 to 4, and research in Phase 4.
- Cross-curricular links are planned and seen in lessons such as in Arabic and social studies but the opportunities to make useful connections between subjects are not always taken. In Phase 4, there are more opportunities to demonstrate independent learning, research, and critical thinking but this is not a consistent feature across the subjects and phases. There are regular curriculum reviews to adequately meet the needs of most students but less so with students with special education needs and high attainers.



Curriculum adaptation	Weak	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"><li>• Except in Phase 1, the curriculum is appropriately planned and modified to meet the educational and personal development needs of most students. Teachers generally understand that students have different learning abilities and plan lessons accordingly. The modification of the curriculum does not ensure sufficient challenge for the high attaining students and clear provisions to raise progress for students with SEN.</li><li>• The curriculum is largely textbook-driven, although there are occasional opportunities for students for tours like Expo 2020 sustainability pavilion. Students participate in literary, sustainability and sports competitions organised by the Filipino community. Except in ICT, science and research in Phase 3 and 4, opportunities for students to engage in activities that promote enterprise, innovation, and social contribution are limited.</li><li>• Appropriate learning experiences are integrated across most aspects of the curriculum to develop the students' understanding of UAE values, culture and society. In lessons, morning assemblies and celebration of National events, effective UAE links are made, and students take pride in its cosmopolitan culture.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Extra-curricular options across the school.</li><li>• The provision in lessons to develop understanding and appreciation of UAE culture and society.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• Planned cross-curricular links to develop key skills and make useful connections across subjects.</li><li>• KG curriculum that meets the personal and academic needs of children in Phase 1.</li><li>• Opportunities for students to develop enterprise and innovation consistently across the school.</li></ul>				



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

The protection, care, guidance and support of students are good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• Procedures for safeguarding, including child protection, are effective and students feel safe and confident in recording any concerns to members of the staff. The school maintains comprehensive records of all aspects of safeguarding. Staff understand their roles and responsibilities and provide a caring environment for their students, alongside the visible presence of the safeguarding team.</li><li>• Procedures are in place and supervision of students around the school is effective, including an efficient monitoring system on school transport. The buildings and equipment are well maintained, and record keeping is thorough. All incidents and subsequent actions are recorded, and medical incidents and routine checks are caringly dealt with by the nurse and visiting doctor in the clinic.</li><li>• The premises are new for the school and adaptations have been made to make the facilities secure for the increased number of students. The school promotes safe and healthy living in all aspects of students' lives, including technology.</li></ul>				
<b>Care and support</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>• Student and teacher relationships are strong and promote a caring environment in school. There are successful and effective systems and procedures in place to monitor student behaviour.</li><li>• There is a clear school policy regarding attendance and punctuality, and attendance is good at 94%</li><li>• Identification of students with SEN and gifted and talented (G&amp;T) students has improved across the school. This is because of the social worker who has appropriate systems to identify students with different needs.</li><li>• Students, once identified, are provided adequate support whilst they are waiting for a full diagnosis of their specific needs. This support enables most students to make appropriate personal and academic progress.</li><li>• Students are provided with appropriate guidance to continue their further studies. They are offered advice about subjects and streams post Grade 10.</li></ul>				
<b>Areas of Strength:</b>				



- Promotion of attendance and punctuality.
- Proactive and prompt responses to regular safety checks including school exit procedures.
- Staff and student relationships.

**Areas for Improvement:**

- Comprehensive and effective support for SEN and students who are G&T across the school.



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

**The quality of leadership and management is acceptable overall.**

### Indicators:

#### The effectiveness of leadership

**Acceptable**

- Most leaders, including the principal, set a clear vision, mission and strategic direction that demonstrate commitment to UAE national and Emirates priorities. School leaders have now identified SEN students and have a commitment to inclusion.
- Relationships and communications are professional with clearly defined distributive leadership roles of the senior leadership team with principal, discipline head, activity and academic coordinator; subject coordinators and teaching and non-teaching staff members. Morale is positive and leaders demonstrate sufficient capacity to bring about improvement and understand what good teaching and learning is like.

#### Self-evaluation and improvement planning

**Acceptable**

- Self-evaluation involves most stakeholders and is generally realistically aligned to the previous report. It is linked with school improvement planning and has set clear targets leading to improvement in some aspects of the school. The school improvement plan (SIP) is not sufficiently thorough and detailed and neither does it adhere to clear timelines, accountability or allocation of funds. School has not significantly addressed weaknesses in analysis of assessment. As a result, although the participation in external benchmarking test is 100%, the preparation for these tests has not resulted in expected learning outcomes.

#### Partnerships with parents and the community

**Acceptable**

- Parents are positive about the school, and they get regular reports. Communication is strong with the school through WhatsApp groups, and parents feel welcomed in school. The school leaders work in partnership with them and have appropriate relationships with them.
- Partnerships and engagement with other Filipino schools is strong. Senior students make occasional social contributions to local humanitarian causes, but they do not benefit from links with national and international communities.

#### Governance

**Good**

- The governing baorad is represented by a new school management team, which represents all stakeholders and is regularly involved with the school leadership. The school has moved into





a new building with a spacious infrastructure and specialist facilities like computers and science laboratories. Governors gain detailed knowledge about the school through regular visits and hold the school leadership accountable for students' academic achievement and personal development. This is beginning to have an impact and the school now has appropriate provision for inclusion. Governors hold the school leaders to account for the school's academic standards' quality, including national agenda priorities. The senior leadership team and teaching staff benefit from their effective procedures of monitoring and support.

**Management, staffing, facilities and resources**

**Acceptable**

- The school runs smoothly on a day-to-day basis and routines and procedures are effective. The majority of the staff are suitably qualified and have benefitted from professional development from in-house training and SPEA. Premises are adequately resourced to support teaching and learning. Improved resourcing of teaching assistants in Phase 1 is required.

**Areas of Strength:**

- The commitment of the principal and governors to improve the quality of education.
- New premises, infrastructure and specialist facilities.

**Areas for Improvement:**

- School improvement planning with clear goals and deadlines.
- Classroom resources in Phase 1, including teacher assistants.
- Effective partnerships with other national and international organisations



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There is 1 teacher for each class with an approx. ratio of 1:30. There are 6 teachers of Arabic who have regular training from SPEA and attend the school curriculum vertical and horizontal meetings.
- In the library, there are 34 Arabic fiction books and 1,449 non-fiction books. The library is not used on a timetabled basis, but teachers visit with their classes according to the curricular needs. Teachers make good use of available resources such as projectors as visual prompts to display stories and pictures.
- Reading provision in classrooms is by way of their books and some online quizzes, including Padlet, word wall and live work sheets.
- Extra-curricular activities include the Lit-Mus Academy where all subjects, including Arabic, are celebrated through poetry, reading and singing. Students do not enter competitions because they feel they are not at the level to do so. Preparations are being made to enter the Arab speaking campaign. Prayers from the Holy Qur'an are offered daily in Arabic in school assemblies.

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

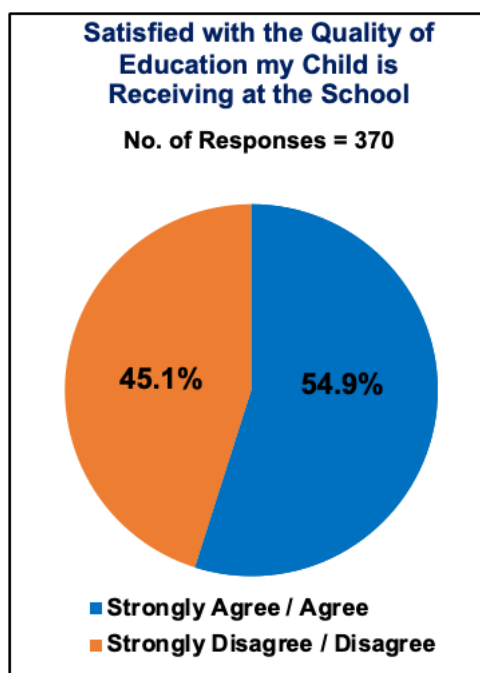
- All students from Grades 3 to 9 take the international benchmarking test ASSET and the external curriculum test PASS. The other cognitive ability test CAT 4 is taken by all students of Graded 3, 5, 7, and 9. This is in compliance with the mandates of SPEA.
- The school plans systematically and prepares students for the external benchmarking tests by making required modifications to the subject syllabus and by conducting practice sessions. In lessons there is limited orientation to skill-based learning. Prior to the test, preparatory sessions are held based on the ASSET questions.
- The results of the benchmarking exam are shared with parents through email. Parents of the gifted and talented are invited to the school to discuss the next steps with them.
- Students are not informed of the result directly. Instead, they are grouped with colours as indicators for teachers to plan activities and support accordingly.

### Provision for KG

- The KG section has 11 qualified teachers and 2 teacher assistants for 290 children in the section. The indoor environment is cramped and not conducive for the best practice in KG. The ratio between children and teachers is 1: 26. There are 11 classrooms of varying sizes and one activity room with soft flooring and padded walls. Resources are limited to a projector, play equipment, abacus, few manipulatives and playhouse. These do not encourage free-flow and child-initiated activities.
- An outdoor, small play area is utilised well by children during activity periods.
- Induction is done following an entry test of a short assessment of basic English and numeracy. There is an option of a retest, following which children arrive for a full day session in September for Welcome day.
- Transition to Grade 1 is through preparation by another teacher in Term 3 for different subjects.



## VIEWS OF PARENTS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Effective provision for young children in Phase 1 by:
  - ensuring child-initiated activities.
  - improving resources to enhance children's engagement. having teacher assistants in every classroom.
- Students' achievement in most key subjects by:
  - sharing good practice across the school.
  - using the full range of student data accurately to identify gaps in students' understanding and planning.
- Teaching strategies and effective use of assessment data by:
  - raising teachers' expectations of students.
  - effective questioning techniques.
  - providing needs based professional development of teachers.
- Modification of the curriculum to meet the needs of all students by:
  - rigorous planning with the teachers and social worker working together.



- ensuring that the teachers and school leaders review the progress of different ability students and plan their next steps.



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 [quality.assurance@spea.shj.ae](mailto:quality.assurance@spea.shj.ae) within three weeks of receiving this report.