هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

AMERICAN SCHOOL OF CREATIVE SCIENCE

20 - 23 February 2023

Overall Effectiveness	GOOD

ITQAN
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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 Phase 1.

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.

Outstanding	The quality of performance substantially exceeds the expectations of the UAE
Very good	The quality of performance exceeds the expectations of the UAE
Good	The quality of performance meets the expectations of the UAE
Acceptable	The quality of performance meets the minimum level required in the UAE
Weak	The quality of performance is below the expectation of the UAE
Very weak	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, students' attainment data, school self-evaluation form, school policies and the school improvement plan;
- meeting the Governors, Principal, senior leaders, 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 Performance Review of American School of Creative Science
20 – 23 February 2023

SCHOOL INFORMATION

<table>
<tr><td rowspan="9">School</td><td>School ID</td><td>134</td></tr>
<tr><td>School location</td><td>Maliha Industrial 17, Sharjah</td></tr>
<tr><td>Establishment date</td><td>22/12/2013</td></tr>
<tr><td>Language of instruction</td><td>English</td></tr>
<tr><td>School curriculum</td><td>American</td></tr>
<tr><td>Accreditation body</td><td>NEASC</td></tr>
<tr><td>Examination Board</td><td>AP College Board</td></tr>
<tr><td>National Agenda Benchmark Tests/ International assessment</td><td>CAT4, EmSAT, TIMSS, PISA, PIRLS, MAP</td></tr>
<tr><td>Fee range</td><td>AED 20,000 to 50,000</td></tr>
<tr><td rowspan="6">Staff</td><td>Principal</td><td>Majd Chaikh Hussain</td></tr>
<tr><td>Chair of Board of Governors</td><td>Shadi Hassan</td></tr>
<tr><td>Total number of teachers</td><td>223</td></tr>
<tr><td>Total number of teaching assistants</td><td>87</td></tr>
<tr><td>Turnover rate</td><td>19%</td></tr>
<tr><td>Main nationality of teachers</td><td>Egyptian</td></tr>
<tr><td rowspan="10">Students</td><td>Teacher: student ratio</td><td>1:15</td></tr>
<tr><td>Total number of students</td><td>3532</td></tr>
<tr><td>Number of Emirati students</td><td>2599</td></tr>
<tr><td>Phase 1: number and gender</td><td>Total 617: Girls 322, Boys 295</td></tr>
<tr><td>Phase 2: number and gender</td><td>Total 1451: Girls 721, Boys 730</td></tr>
<tr><td>Phase 3: number and gender</td><td>Total 655: Girls 309, Boys 346</td></tr>
<tr><td>Phase 4: number and gender</td><td>Total 809: Girls 411, Boys 398</td></tr>
<tr><td>Nationality groups</td><td>1. Emirati</td></tr>
<tr><td></td><td>2. Egyptian</td></tr>
<tr><td>Total number of students with special educational needs</td><td>114</td></tr>
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PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
ACCEPTABLE	**GOOD**

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of seven reviewers, 201 lesson observations, of which 140 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 last inspection in 2018, when the school was judged to be acceptable. The quality of leadership and management is good overall. The principal and her senior team, along with governors, provide very clear leadership and direction and have brought about demonstrable improvement over time. As a result of actions taken by leaders, students' achievement has improved to good overall, although is acceptable in English. Moreover, in Phase 1, achievement is now very good overall, and good in English. The quality of teaching and assessment has improved to good, as has the curriculum. Notably, each of teaching, assessment and the curriculum are very good in Phase 1. A strong feature is the quality of the school's internal assessment procedures, which are very closely aligned with curriculum standards. The rigorous focus on students' health and safety and on child protection arrangements mean that these aspects are now outstanding. The care and support for students is very good, although further work is needed to support gifted and talented students' achievement. The school provides a learning environment which, along with the very good facilities and resources, is of high quality. The use of learning technologies contributes strongly to this.

KEY AREAS OF STRENGTH:
- The impact of leaders to improve the school, especially in Phase 1.
- The quality of students' personal and social development.
- The coherence and consistency of school assessment procedures.
- The high quality of health and safety, and the arrangements for child protection, including cyber safety.
- The provision and the use of learning technology in lessons.

KEY AREAS FOR IMPROVEMENT:
- Students' attainment and progress in English in Phases 2, 3 and 4.
- Teaching and learning strategies to challenge and motivate students to become very successful learners.
- The identification and support for gifted and talented students.

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Good.

Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	**Attainment**	Very Good	Good	Good	Good
	Progress	Very Good	Good	Good	Good
Arabic (as a First Language)	**Attainment**	Very Good	Good	Good	Good
	Progress	Very Good	Good	Good	Good
Arabic (as a Second Language)	**Attainment**	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Social Studies	**Attainment**	Very Good	Good	Good	Good
	Progress	Very Good	Good	Good	Good
English	**Attainment**	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Mathematics	**Attainment**	Very Good	Good	Good	Good
	Progress	Very Good	Good	Good	Good
Science	**Attainment**	Very Good	Good	Good	Good
	Progress	Very Good	Good	Good	Good
Other subjects (Art, Music, PE)	**Attainment**	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Very Good	Good	Good	Good

Islamic Education	- Students' achievement in Islamic Education is good overall and is very good in Phase 1. In lessons and in their work, students make very good progress in Phase 1 and good progress in the other phases. This does not match with the school's internal data which shows students make very good progress in Phases 2 and 3 and outstanding progress in Phase 4. There is no internal data for Phase 1. - The school's internal assessment data shows students' attainment is very good in Phases 2 and 3 and outstanding in Phase 4. This does not match that seen in lessons and in students' books, where the majority of students attain above curriculum standards in Phases 2, 3 and 4. The large majority of children in Phase 1 attain above curriculum standards. There is no external data for Islamic Education. - Overall, students make good progress in Islamic Education. Children in Phase 1 make very good progress and can recite Surah Al-Fatiha correctly, and their memorising of short verses of the Holy Qur'an is very well developed. Students in Phase 2 understand and appreciate Islamic values, manners and etiquette and can relate them to their lives. They understand the Prophetic guidance (PBUH) in Surah Alhumazah, however, their knowledge of the Prophet's life (PBUH) is less well developed. In Phases 2, 3 and 4, students develop their understanding of Islamic teaching in the Holy Qur'an verses and Noble Hadeeth. They can recite Holy Qur'an, especially in Holy Qur'an lessons. However, not all of them memorise the chapters of the Holy Qur'an accurately. In Phase 4, students can classify types of interest in loans between people and the provision of Islamic law. However, they sometimes find it difficult to distinguish between permitted and prohibited selling in terms of trading in Islam. - Overall, the majority of groups of students make better than expected progress.

Areas of Strength	Areas for Improvement
- Students' knowledge of Islamic values and the links to their lives in Phase 2. - Students' understanding of Islamic teachings in all phases.	- Phase 4 students' understanding of provision in Islamic laws related to trading. - Students' knowledge of the Prophet's life (PBUH) in Phase 2.

Arabic	- Students' achievement in Arabic First Language (AFL) is good overall, and very good in Phase 1. Their achievement in Arabic Second Language (ASL) is also good. In lessons and in their work in AFL, the large majority of children make better than expected progress in Phase 1, and the majority of students make better than expected progress in Phases 2, 3 and 4. This does not match the school's internal data, which shows students make very good progress in Phase 2, good progress in Phase 3 and outstanding progress in Phase 4. In ASL, students make good progress in Phases 2, 3 and 4. This does not match the school's internal data which shows they make very good progress in Phases 2 and 3, and outstanding progress in Phase 4. - In AFL, the school's internal data shows that students' attainment is very good in Phase 2, good in Phase 3 and outstanding in Phase 4. This does not match with that seen in lessons and in students' work, which shows the majority of students attain above curriculum standards in Phases 2, 3 and 4, and the large majority attain above curriculum standards in Phase 1. In ASL, internal data shows students' attainment is outstanding overall. This does not match that seen in ASL lessons and in students' work, where attainment is good overall. No external tests are taken in either subject. - Overall, students make good progress in AFL and in ASL. All students speak in standard Arabic in Arabic lessons. Children in Phase 1 make very good progress in AFL, as they can express themselves clearly, and identify letters and makes links with the learning in real life and other subjects, for example, in the Holy Qur'an. In Phase 2, students' comprehension is good when listening and discussing stories or informational text. In Phases 3 and 4, students make good progress in reading poems fluently and accurately, and in debating about the author's intentions. However, in Phase 3, students' ability to read in depth and analyse text is less well developed. In ASL in Phase 3, the majority of students are able to speak clearly about topics and themes. In Phases 3 and 4, progress in simple conversation and reading for comprehension is good. However, students' extended writing is more limited. - Overall, the majority of groups of students make better than expected progress in AFL and in ASL. High-attaining students do not always progress as they could because their work sometimes lacks challenge.

Areas of Strength	Areas for Improvement
- Students' use of standard Arabic in lessons across the school. - Students' ability to express themselves clearly and extensively across the school.	- Students' extended writing in both AFL and ASL across the school. - Students' reading in depth for comprehension and analysis in Phase 3.

Social Studies	- Students' achievement in social studies is good overall, and very good in Phase 1. In lessons and in their work, the large majority of children in Phase 1 make better than expected progress and in Phases 2, 3 and 4, the majority of students make better than expected progress. This does not fully match with the school's internal data which shows students make very good progress in Phases 2 and 3, and good progress in Phase 4. - The school's internal assessment data shows that students' attainment is very good in Phases 2 and 3, and good in Phase 4. This does not fully match that seen in lessons and in students' work, where the majority of students attain above curriculum standards in Phase 2, 3 and 4. The large majority of children attain above curriculum standards in Phase 1. There is no external data for social studies. - Overall, students make good progress in social studies. Children in Phase 1 make very good progress and can identify the Emirates of the UAE. They understand very well the importance of growing plants and environmental conservation. Students in Phase 2 have a deep understanding of culture and values in the UAE and can distinguish between old traditional tools. However, for a few students, their knowledge of the features of the UAE is underdeveloped. Students in Phase 3 understand the importance of national identity. They appreciate the contribution of UAE leaders and the achievements of His Highness Sheikh Zayed (RIP), the founder of the UAE, achieved. They have a good knowledge of the development of the country in many respects. However, their knowledge of His Highness Sheikh Zayed's (RIP) role in developing environmental practices to achieve sustainability is less well developed. In Phase 4, students understand why the Louvre Museum in Abu Dhabi is called "dome of light" as a source of hope and happiness to the whole world. However, students' understanding of the history of other countries, including France, is less well developed. - Overall, the majority of groups of students make above expected progress. Gifted and talented students do not always make the progress they could.

Areas of Strength	Areas for Improvement
- Students' knowledge of UAE culture, values and heritage across the school. - Students' understanding of roles and achievements of His Highness Sheikh Zayed (RIP), the founder of the UAE in Phase 3.	- Students' understanding of the history of other countries in the world in Phase 4. - Students' knowledge of environmental practices as part of the UAE national agenda in Phase 3.

English	- Students' achievement in English is acceptable overall, although it is good in Phase 1. The school's internal assessment shows that progress in Phases 1 and 2 is very good, and good in Phases 3 and 4. This does not match with that seen in lessons and in students' work, where most students progress in line with expectations in Phases 2, 3 and 4. The majority of children in Phase 1 make above expected progress. - The school's internal data shows that attainment is very good in Phases 1 and 2 and good in Phases 3 and 4. This does not match with the attainment seen in lessons and in students' work, which shows that the majority of children in Phase 1 attain above curriculum standards, and most of the students in Phases 2, 3 and 4 attain in line with curriculum standards. External MAP data shows that attainment is weak in Phases 2, 3 and 4. - Students make acceptable progress overall in English, and good progress in Phase 1. Children in Phase 1 make good progress in identifying letters and sounds and can recognise those letters in words. In Phase 2, students make acceptable progress in reading short paragraphs with correct pronunciation, and they can identify different parts of speech in a text. In Phase 3, most students succeed in extending their vocabulary and can identify words that have Greek or Latin prefixes and use these in their written work. In Phase 4, most students can write in paragraphs and prepare oral presentations to practice their speaking skills. In Phases 2, 3 and 4, students do not think deeply enough about the literature they read in English or produce written work of good enough quality. - Overall, all groups of students make at least the expected progress.

Areas of Strength	Areas for Improvement
- Children's ability to identify letters and pronounce them successfully in Phase 1. - Phase 2 students' ability to identify different parts of speech in a text.	- Students' deeper thinking about literature in Phases 2, 3 and 4. - Students' quality of written work in Phases 2, 3 and 4.

Mathematics	- Students' achievement in mathematics is good overall, and very good in Phase 1. Overall, in lessons and over time, the majority of the students in Phases 2, 3 and 4 make above expected rates of progress. In Phase 1, the large majority of children make above expected rates of progress. This does not fully match the school's internal data which shows that students make very good progress in all phases. - The school's internal assessment data shows that students' attainment is very good in all phases. This is not seen in lessons and in students' work in Phases 2, 3 and 4, where the majority of students attain above curriculum standards. External MAP examination data shows attainment is weak in Phases 2, 3 and 4. There is no external data for Phase 1. - Overall, students in all phases demonstrate good mathematical skills and knowledge. Children in Phase 1 make very good progress and can count numbers to ten fluently and are confident in matching numerals to quantities. Students in Phase 2 can apply mathematical learning to the world and make connections between areas of learning in mathematics. They have strong skills in carrying out calculations accurately. In Phase 2, students can confidently use number bonds to ten and units, Grade 4 students can expand the place value up to seven digits, though their use of some mathematical terms is less secure. In Phase 3, students have a good understanding of multiplication and division and use these skills to calculate areas and perimeters. In Phase 4, students have a good understanding of algebra and trigonometry, and apply their knowledge well when finding solutions to problems. They sometimes struggle with more complex problems. - Overall, the majority of groups of students make better than expected progress in mathematics.

Areas of Strength	**Areas for Improvement**
- Students' ability to apply mathematical learning to the world and make connections between areas of learning in Phase 2. - Students' understanding and knowledge of algebraic skills in Phase 4.	- Full understanding and use of basic mathematical language in Grade 4. - Application of mathematical thinking to more complex problem solving in Phase 4.

Science	- Students' achievement in science is good overall, and very good in Phase 1. The school's internal data indicates that students make outstanding progress in Phase 1 and very good progress in the other phases. This does not match with that seen in lessons and in students' recent work, where the large majority of children in Phase 1 make better than expected progress and the majority of students in Phases 2, 3 and 4 make better than expected progress. - The school's internal data indicates that attainment is outstanding in Phase 1 and very good in the other phases. This does not match that seen in lessons and in students' work, where attainment is very good in Phase 1, and good in the other phases. External data MAP data indicates that attainment is weak across Phases 2, 3 and 4. There is no external data for Phase 1. - Overall, students make good progress in science. In Phase 1, children develop a very good understanding of the parts of a plant. They recognise the conditions plants need to thrive and can predict the impact of changes in these conditions on the growth of a sunflower. In Phase 2, students can recognise gravitational forces and understand that gravity pulls objects towards the centre of the earth. Phase 3 students have a good understanding of cells and tissues in the human body. However, their ability to share ideas and use their scientific recording skills and language is inconsistent. In Phase 4, students know how to use the law of conservation of energy to calculate kinetic, potential and mechanical energy. Advanced Program students can recognise and explain the dynamics of rotational motion. Opportunities for all students to participate in and observe practical experiments are inconsistent. - The majority of groups of students, including those with special educational needs and those identified as gifted and talented, make better than expected progress overall.

	Areas of Strength	**Areas for Improvement**
	- Children's understanding of parts of a plant in Phase 1. - The understanding of dynamics by Advanced Program students.	- Students' use of scientific vocabulary when working with peers in Phase 3. - Students' ability to observe practical activities or carry out scientific experiments in Phase 4.

Other subjects	- Students' achievement in other subjects is good in all phases. The school's internal data in Phase 4 shows outstanding progress across various elective subjects. This does not match with that seen in lessons and in students' work, where the majority of students make progress which is above curriculum expectations. - The school's internal data in Phase 4 shows that attainment for elective subjects is outstanding. This does not match with that seen in lessons and in students' work, where the majority of students in all phases reach levels of attainment which are above curriculum standards. There are no external assessments in other subjects. - Overall, students in all phases demonstrate good knowledge and skills in other subjects. Children in Phase 1 show enthusiasm in PE and are able to demonstrate good running and balancing skills. In Phase 2, students can confidently sketch the outline of the leaf. although their use of tome and shading is less secure. They can make creative posters about saving the environment. Students' ball control and team skills in PE in Phases 2, 3, and 4 are good. In Phase 3, students can create animations with an on-line application. The majority of students in Phase 4 in Computer Science can use algorithms to solve complex problems and design and control cars, although their understanding of coding is less secure. Phase 4 students' understanding of issues faced by society in different economic systems is inconsistent. - The majority of groups of students make above expected progress overall. A few students who have special educational needs do not make sufficient progress.

Areas of Strengths	Areas for Improvement
- Students' ball control and team skills in PE Phases 2, 3 and 4. - Students' ability to use algorithms and programs in Computer Science in Phase 4.	- Phase 4 students' understanding of different issues in economic systems. - Phase 2 students' skills in shading techniques in Art.

Learning Skills	- Students' learning skills are good overall and very good in Phase 1. - Students are fully engaged in all class activities and show positive attitudes to learning. They know their strengths and weaknesses and are able to take steps to improve their work and achievement. They interact with each other and their teachers in positive ways. Children in Phase 1 learn together well and display good skills such as taking turns and sharing. - Students' collaboration skills and sharing ideas to support each other is evident in all phases. For example, in Computer Science, students support each other in coding to design their dream cars. - Across the school, students understand the connections between the different strands of learning and relate what they are doing to the world around them. This is especially the case in Phase 1, where most children show an understanding of the connections between different topics and themes. However, this is not consistently seen in lessons in Phases 2, 3 and 4. - In some subjects and activities, students learn to think critically when working on problem-solving. Students are resourceful and are able to find things out for themselves. When given opportunities, they make very good use of learning technology. However, students' innovation, critical thinking and creative skills are sometimes underdeveloped.

Areas of Strengths	Areas for Improvement
- Students' positive attitudes towards their work across the school. - Students' use of learning technology across the school.	- Students' innovation, creativity and critical thinking across the school. - Students' understanding of links to the real world in Phases 2, 3 and 4.

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Very Good	Very Good	Very Good	Very Good

- Students' personal and social development is very good overall. Their understanding of Islamic values, and of Emirati and other cultures is also very good.
- Students have very positive attitudes to their learning and usually respond well to critical feedback. They try to improve their learning following the feedback they receive.

- Students' behaviour is very positive in lessons, in morning assembly, during breaks between classes and in student council meetings. This ensures a calm and purposeful atmosphere around the school.
- Student to student and teacher to student relationships in all phases are very positive. Students are very cooperative and respectful of each other. Students accept and celebrate differences and embrace diversity.
- Students are well aware of healthy lifestyles and types of food in school. Most of the students bring their own snacks from home while the canteen provides healthy food approved by MOE and the health committee in school.
- Attendance is very good, and usually at least 98%. Students almost always arrive at school and to lessons on time.

Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good

- Students demonstrate an excellent understanding of Islamic values and how they influence life in the UAE. Students in Phases 2, 3 and 4 attend the Holy Qur'an Program and children in Phase 1 take part in a 'stories of the Prophets' Club.
- Students are very knowledgeable and respectful of the heritage and culture of UAE. They have been involved in a wide range of cultural activities such as National Day celebrations, Martyr's Day, Emirati Children's Day, Flag Day trips to Expo 2020 and Expo Young Star and heritage corners.
- Students are very knowledgeable and respectful of their own and other cultures. They participate in a range of events to deepen their understanding of other cultures, including participation in French and Japanese Classes, Mother Language Day, Celebration of World Days, World Cancer-Food Day, Children's Day, Diabetic Day, Breast Cancer Awareness Day, Women's Day and Teachers' Day. They are very knowledgeable about many countries around the world, and they are very aware of the different challenges and key events around the world.

Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good

- The students from different phases participate willingly take part in community-based activities, such as community cleaning, and taking part in debate competitions. They also participate in events such as Red Crescent partnerships, community service, and collecting meals for the workers' Iftar.
- Students are socially responsible and innovative, as they participate positively in projects for all phases, although this is less evident in lessons. They hold innovation exhibitions, do the Apple Education Program, First Lego League, United Nations and STEAM projects. They also created the use of QR codes across the school. In addition, they do regular health awareness campaigns and take part in the 'fight obesity' marathon. Their entrepreneurial skills are less well developed.

- Students are very keen to preserve the environment and undertake activities such as tree planting, beach cleaning, water planting, and hold recycling workshops. Their environmental awareness and contribution is very good overall.

Areas of Strength:

- Respect for the culture and heritage of the UAE.
- Very good attendance and punctuality to school.

Areas for Improvement:

- Innovation and the development of projects in lessons.
- Entrepreneurial skills to understand economic decision making.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	**Very Good**	**Good**	**Good**	**Good**

- The overall quality of teaching and assessment is good, and very good in Phase 1.
- Teachers in Phase 1 have a very good awareness of how young children learn through children's involvement in practical and extended activities. In Phases 2, 3 and 4, the majority of teachers know that students learn in different ways so set tasks to suit students' needs.
- Lesson plans usually take account of the differing needs of students based on the school's assessment data. In most classrooms, the environment helps students to learn well. Interactions between students and their peers, and with teachers, develops critical thinking, problem-solving and enquiry skills in the majority of lessons.
- Teachers are skilful in using questioning to establish students' levels of knowledge and understanding, and to consolidate the main points of lessons. Dialogue and questioning are successful in engaging the majority of students in discussions, and in identifying students' misconceptions. Through dialogue, teachers in Phase 1 develop young children's vocabulary very successfully.
- The majority of teachers use a range of helpful strategies to meet the needs of the different groups of students. However, teachers' expectations of what all students can achieve is sometimes not high enough.
- Teaching to develop innovation and independent learning skills is developing across all phases.

Assessment	Very Good	Good	Good	Good

- Internal assessment data processes provide comprehensive information on students' attainment and social development. A management system enables leaders to cross reference assessment data and be confident that almost all information on students' progress is accurate.
- The school has an array of external examinations, which meet UAE priorities to benchmark academic outcomes against national and international standards. Results are rigorously analysed to give a clear picture of individual and groups of students' attainment at different points.
- The school's robust assessment systems enable teachers to evaluate students' achievement with accuracy. A large majority of teachers are using data to guide their lesson planning, by aligning activities to students' needs. Assessment data is tracked over time.
- Assessment data is used very effectively to guide adaptations to the curriculum and changes to the teaching approaches. This fine-tuning of the curriculum is particularly evident in Phase 1.
- Progress tracker systems provide valuable information over time and their use leads to the majority of teachers knowing their students very well. They provide focused support to their students, especially in Phase 1. However, challenge and feedback are sometimes inconsistent.

Areas of Strength:

- Internal and external assessment processes, which are fully coherent and consistent.
- The majority of teachers have good subject knowledge and understanding of how students learn, especially in Phase 1.

Areas for Improvement:

- Consistently challenging work for all students.
- The development of students' innovation and independent learning skills across all phases.

PERFORMANCE STANDARD 4:
CURRICULUM

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	**Very Good**	**Good**	**Good**	**Good**

- The overall quality of the curriculum is good, it is very good in Phase 1.

- The curriculum follows all statutory requirements. It is broad and balanced and appropriate for the different ages, although occasionally there are not enough opportunities for students to take part in practical activities. Play-based curriculum approaches in Phase 1 are very effective.
- Overall, curriculum planning ensures good continuity and progression. It builds on prior learning and meets student needs well across the school. It supports learning for students with special educational needs (SEN) and for higher attaining students, including those on the Advanced Program.
- There is a very good range of curricular choices for older students in the school, helping to prepare them well for their future choices, courses and careers.
- Cross-curricular links are good and are well planned but are not yet consistently integrated into lessons. In Phase 1, more explicit links are made across topics and themes in the curriculum.
- Review and development of the curriculum is very good. Regular curriculum reviews identify development priorities in all phases and are particularly effective in Phase 1, where activities often have a strong practical element and children enjoy finding things out for themselves.

Curriculum adaptation	Very Good	Good	Good	Good

- Curriculum modification is good, teachers adapt the curriculum to meet the needs of almost all groups of students. This is particularly the case in Phase 1, where there is a focus on adaptation to the children's stage of development.
- The school provides a very good range of extracurricular activities that support learning and students' personal development very effectively. Opportunities for enterprise, innovation, creativity and social contribution are provided for very well. In Phase 1, activities include the school market where children trade their 'money' for fruit and vegetables. There is scope for further development in some other subjects and age groups.
- The curriculum supports students' knowledge and understanding of Emirati culture and UAE society well. There is a strong focus on Emirati and Arabic cultures, although these are not consistently integrated into some aspects of the curriculum.

Areas of Strength:

- Curriculum planning in Phase 1, which includes many opportunities for practical learning and activities that promote curiosity, interest and enjoyment.
- The wide range of extra-curricular activities which significantly enhance students' academic and personal development.

Areas for Improvement:

- Opportunities for students in Phases 2, 3 and 4, to take part in more practical activities.
- Cross-curricular links to further facilitate students transfer of learning between different subjects.

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	**Outstanding**	**Outstanding**	**Outstanding**	**Outstanding**

- The protection, care, guidance and support of students is very good overall. Health and safety arrangements, including for safeguarding are outstanding.
- Comprehensive and rigorous arrangements are in place to ensure the health, safety and security of all students and staff. The school is very proactive in protecting students from abuse. Child protection policies are in place and understood and agreed to by parents and teachers alike. Student wellbeing is a core value in the school and students feel that they are both safe and well protected. The quality of the school's work in this area is exemplary.
- The security arrangements, and safety check procedures are consistently highly effective. All policies are reviewed annually, and all procedures are regularly and stringently overseen by those responsible.
- School maintenance records are very detailed and regularly updated and the building and grounds are maintained to an extremely high standard. There is full access to all parts of the school for people of determination.
- The school is very successful in promoting a healthy lifestyle which is integral to student life and learning and is fully supported by the school's medical teams. There is also regular input through the curriculum, such as in science and PE.

Care and support	**Very Good**	**Very Good**	**Very Good**	**Very Good**

- Staff-student relationships are very positive. Behaviour management is very effective and fully supported by all, based on a commitment to "my school, my responsibility."
- The school is especially effective in its procedures for managing attendance and punctuality.
- The school is fully inclusive and has rigorous systems to identify SEN students. However, the approaches are less consistent when identifying gifted and talented (G&T) students.
- Students with special educational needs are provided with an effective, caring and supportive environment which assists them to make personal and academic progress. Sometimes, the support is not fully effective in helping students to make the best possible progress.
- The provision for guidance and support for students is a strong feature. Personal, academic and university-oriented counselling is available to all students through a QR codes system.

Areas of Strength:

- The care, welfare and safeguarding of students.

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- The quality of arrangements and procedures for security and safety.

Areas for Improvement:

- The rigorous identification of G&T students.
- Support for SEN students, so they are making their best progress.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

Indicators:	
The effectiveness of leadership	**Good**
Self-evaluation and improvement planning	**Good**
Partnerships with parents and the community	**Good**
Governance	**Very Good**
Management, staffing, facilities and resources	**Very Good**

- Leaders and governors have a clear vision for the school which promotes an inclusive environment, global citizenship and a full commitment to Islamic values and UAE priorities. The principal and SLT have a secure knowledge of how to improve the school and are leading teaching effectively. All staff are trained in best practice, which has resulted in better student learning across phases, and especially in Phase 1. Further improvement is needed in English.
- Professional relationships are very effective. Communications are managed through delegated leadership systems. Leaders are held accountable at all levels, and staff morale is very positive.
- Improvement plans are effectively implemented, as leaders know what needs to be done, and how to best prioritise their actions. There is clear evidence of improvement over time and good capacity to improve the school further. The school is fully compliant.
- School self-evaluation is rigorous, and on-going. It is aligned to the UAE framework and the school's priorities. Evidence of effectiveness draws on input from all stakeholders. This includes the use of internal and external data to identify strengths and areas for development. Teaching is evaluated though robust assessment processes and regular lesson observations.

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- The school improvement plan is well-organised and ensures that student achievement and learning are prioritised. The school has been successful in addressing recommendations from the last report and shows notable improvements in most areas.
- Parents are empowered as partners in student learning. Their views are considered and partnerships with parents and the community are good. Communication is very effective, and parents are regularly informed about student achievement. They are updated on external MAP outcomes and next steps. Parents can access the school portal to find out about their children's academic and social development. Communication to parents of children who have special educational needs is effective. The school has a wide range of local, national and international partnerships which help to broaden and strengthen provision.
- The governing body, made up of the owner, parents, a former student and people from a variety of other roles, ensure a successful focus on school improvement. The governing body are very effective in managing stakeholder views. The governors hold school leaders accountable, including by regularly monitoring student outcomes.
- Day-to-day management and routines at the school are very well organised. The school has well-qualified staff, who receive regular professional development matched to school priorities. Professional development has not yet had enough impact on ensuring sufficient challenge for all students. Facilities and resources are of very high quality and help to ensure that learning is accessible to all. The use of the latest learning technology is a strong feature.

Areas of Strength:

- The impact of school self-evaluation and improvement plans.
- The professional relationships and communication across the school.

Areas for Improvement:

- Professional development to raise standards and improve the challenge provided for all students.
- The impact of leadership in English.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 40 Arabic teachers across Grades 1 to 12, giving a teacher to student ratio of 1:72. There are also 10 Arabic teaching assistants.
- The Phase 1 library contains 395 Arabic story books, Phase 2 contains 3220 Arabic story books and Phase 3 contains 3397 non-fiction books and Phase 4 contains 2286 books. The libraries are used weekly by all classes.
- Classes are provided with a range of applications to practice and enjoy reading such as the Asafeer platform to support reading in all phases.

- There are extra-curricular activities, such as calligraphy, Arabic reading and writing competitions, speaking competitions, drama and writing competitions. Parents support the Arabic week in school and reading at home.

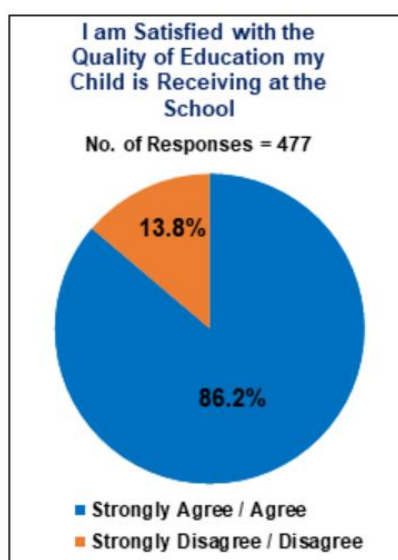## The school's use of external benchmarking data

- In 2018, 33 selected Grade 10 students took the PISA assessment in reading, mathematics and science. In 2019, 44 Grade 4 students took the TIMSS assessment in mathematics and science. Selected students in Grades 4 and 8 will sit the TIMSS benchmark assessment in 2023. All students in Grades 2 to 9 take MAP growth measures in the Spring and Fall each year. PIRLS was taken in 2021 by Grade 4. Students are entered for AP Advanced placements in May. EmSAT and SATS are taken as appropriate. The school is compliant with SPEA regulations.
- Students and parents are very aware of the external assessments. There are competitions to encourage students to prepare for the MAP tests. There is an orientation program for parents to help them understand the importance of getting good scores.
- Students are given their attainment and progress information and are provided with appropriate support. Typical test questions are included in lessons and the curriculum. There are software packages which students use to practice for the assessments.
- Parents are kept informed and encouraged to be active partners in international assessments.

Provision for Phase 1

- There are 32 teachers in Phase 1 and a ratio of teachers to children of 1:19 approximately. There are 25 Arabic assistants, 26 English assistants, a social worker, 4 general assistants and a nurse.
- The well-resourced, indoor learning environment includes play equipment in a large hall, a library stocked with age-appropriate Arabic and English books, a large learning kitchen and a therapy room. Colourful classrooms have a wide range of interesting centres to appeal to young learners and outside balconies.
- The outside space includes a shaded play area with a variety of equipment to promote gross motor skills. Children also have supervised access to the gardens.
- The children are assessed for entry into the school and places offered including to SEN children. An orientation program is offered to parents at the start of the school year. This includes information on all the school policies, contact and emergency procedures. Children are introduced to their classes and teachers. There is transition support for parents when children are moving into Grade 1, for example, summer work packs so that children can keep practicing with activities to maintain learning over the break.

VIEWS OF PARENTS

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

No. of Responses = 477

- 13.8%
- 86.2%

■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' attainment and progress in English in Phases 2, 3 and 4, by:
    - providing a focus on reading comprehension and fluency.
    - giving students opportunities and time to write on topics which motivate them.
    - ensuring that spelling and grammar rules are used correctly.
    - supporting students to use correct English pronunciation and fluency by practicing listening and speaking skills.

- Further improve teaching and learning to motivate students to be very successful learners, by:
    - giving students autonomy and ownership of their learning by engaging students in the learning process.
    - designing and implementing meaningful classroom questions and dialogue.
    - setting learning objectives above curriculum expectations for most students.
    - ensuring teachers have high expectations of students' mastery of curriculum content.

- Improve the identification and provision for gifted and talented students, by:
    - creating a role to manage the identification and support for gifted and talented students.

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- setting up a formal system to identify gifted and talented students.
- providing appropriate activities which allow the exploration of content beyond curriculum requirements.
  providing extra-curricular activities to enrich learning for different gifts and talents.

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 within three weeks of receiving this report.