ITQAN Programme

School Performance Review (SPR) Report

ROSARY PRIVATE SCHOOL

20 – 23 February 2023

Overall Effectiveness	ACCEPTABLE

TABLE OF CONTENTS

PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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

THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

Performance Standard 2: Students' personal and social development, and their innovation skills, comprising:
- PI 2.1 Personal development
- PI 2.2 Understanding of Islamic values and awareness of Emirati and world cultures
- PI 2.3 Social responsibility and innovation skills

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:
- PI 4.1 Curriculum design and implementation
- PI 4.2 Curriculum adaptation

Performance Standard 5: The protection, care, guidance and support of students, comprising:
- PI 5.1 Health and safety, including arrangements for child protection/safeguarding
- PI 5.2 Care and support

Performance Standard 6. Leadership and management, comprising:

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

Judgements

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

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 INFORMATION

School	School ID	140
	School location	Halwan, Sharjah
	Establishment date	01.09.1996
	Language of instruction	English
	School curriculum	UK National Curriculum
	Accreditation body	Cambridge
	Examination Board	TIMMS, IBT, Cambridge checkpoint, PIRLS, GL, CAT4
	National Agenda Benchmark Tests/ International assessment	CAT4, TIMMS, PIRL
	Fee range	AED 10000 to 12000
Staff	Principal	Sawsan Bader (Raphael)
	Chair of Board of Governors	Michael Bartlett
	Total number of teachers	100
	Total number of teaching assistants	14
	Turnover rate	13%
	Main nationality of teachers	Indian
Students	Teacher: student ratio	1:17
	Total number of students	1712
	Number of Emirati students	105
	Phase 1: number and gender	Total 248: Girls 122, Boys 126
	Phase 2: number and gender	Total 1365: Girls 742, Boys 623
	Phase 3: number and gender	0
	Phase 4: number and gender	0
	Nationality groups	1. Egyptian
		2. Syrian
	Total number of students with special educational needs	9

PROGRESS JOURNEY

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

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of six reviewers' 173 lesson observations, 36 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 the previous inspection in 2018.The implementation of the school development plan by the recently recruited leadership team has resulted in improvements in, science, understanding of Islamic values and awareness of Emeriti and world culture, curriculum adaptation, health and safety, and aspects of leadership and management.

The improvements achieved, particularly in students' personal and social development and the arrangements for their protection, care, guidance, and support are given a high priority by the principal who has ensured that her senior leaders and all the staff lead by this example. This creates a positive, friendly, calm, and safe environment for learning, although there is room for improvement in the identification and support for students who have special educational needs (SEN) and those who are gifted and talented (G&T). Other aspects of provision in the school are at least acceptable and, in some cases, good. The learning environment is a strength of the school and supports students' achievement.

KEY AREAS OF STRENGTH:

- The arrangements for health and safety, child protection and wellbeing of students.
- Students' good attitudes, behaviour and relationships, and their respect for Islamic values and awareness of UAE heritage.
- The leadership of the principal and vice principal in the establishment of a positive culture across the school, strong partnership with the parents and the work of the governors in supporting the staff.

KEY AREAS FOR IMPROVEMENT:

- Further raise overall achievement across the school by improving the quality and consistency of teaching to meet the needs of all groups of students and in particular for those who have special educational needs and those who are gifted and talented.
- Further adaptation of the curriculum to ensure activities provided match the needs of all groups of students.
- Fully implement current plans for middle leaders to monitor teaching and learning.
- More rigorous alignment of self-evaluation processes with the expectations of the UAE Framework and a greater emphasis on student outcomes.

MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Acceptable.

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

Islamic Education	• Students' achievement in Islamic Education is acceptable overall. The school's internal data shows that students make acceptable progress in Phases 1 and 2. This does not match with that seen in lessons and students' work, where most students make expected progress in both phases. • The school's internal data shows that attainment is outstanding in Phases 1 and 2. This does not match with that seen in lessons and in students' work, which shows most students in Phases 1 and 2 attain in line with curriculum standards. • Most students in Phases 1 and 2 make acceptable progress. Phase 1 students memorise the assigned Holy verses, Noble Hadeeth, and supplications. However, a few students find difficulty reading Holy Qur'anic texts. Phase 2 students develop a secure knowledge of the pillars of faith and explain the rulings for acts of worship. They discuss current human issues, like human rights, from an Islamic perspective, and explain the Islamic methodology for solving problems. They relate their understanding of Holy Qur'anic stories, like that of Prophet Yunus (PBUH) to real-life situations. However, a few students show less broad knowledge of the biography of Muslim women like Fatima bint Abdel Malik. • Most groups of students make expected progress overall. However, some high-attaining students do not make as much progress as they could.

Areas of Strength	Areas for Improvement
• Phase 1 students' ability to memorise the verses of the Holy Qur'an, Noble Hadeeth, and supplications. • Phase 2 students' understanding of the Holy Qur'an and Noble Hadeeth.	• Phase 1 students' ability to read the assigned Holy verses. • Phase 2 students' knowledge of the role of women in the history of Islam.

Arabic	- Students' achievement in Arabic as a First Language (AFL) and Arabic as a Second Language (ASL) is acceptable overall. The school's internal data shows that students make outstanding progress in Phases 1 and 2. This does not match with that seen in lessons and students' work, where most students make expected progress in both phases. - The school's internal data shows that attainment is outstanding in Phases 1 and 2. This does not match with that seen in lessons and in students' work, which shows most students in Phases 1 and 2 attain in line with curriculum standards. - Most students in Phases 1 and 2 make acceptable progress. In Phase 1, both AFL and ASL students develop basic literacy skills of letter-sound recognition and reading sight words. They use short sentences and phrases to answer oral questions. They trace and copy words; however, they make mistakes in writing directionality. Phase 2 students gain comprehension skills, like reading and answering text-based questions, and retelling stories, observing appropriate structure and vocabulary. However, their writing does not demonstrate application of paragraphs. Phase 2 ASL students read aloud with notable mistakes in pronunciation. They use words and short phrases to communicate their thoughts. However, they find it difficult to speak fluently. - Most students in both AFL and ASL make expected progress overall. However, some high-attaining students do not make as much progress as they could.

Areas of Strength	Areas for Improvement
- Phase 1 students' letter-sound recognition. - Phase 2 students' comprehension skills.	- Phase 2 AFL students' paragraph writing. - Phases 1 and 2 ASL students' speaking and pronunciation.

Social Studies	- Students' achievement in social studies is acceptable overall. The school's internal data shows that students make outstanding progress in Phase 2. This does not match with that seen in lessons and students' work, where most students in this phase make expected progress. - The school's internal data shows that attainment is outstanding in Phase 2. This does not match with that seen in lessons and in students' work, which shows students in Phase 2 attain in line with curriculum standards. There is no data for Phase 1. - Most students in make acceptable progress. Students in Years 2, 3, and 4 demonstrate basic knowledge of the components of national identity and recognise famous places of interest like the Burj Khalifah. They can identify some traditional careers, like fishing, and pearling. Students in Years 5, 6, and 7 develop a secure knowledge of the biography of the late His Highness Sheikh Zayed (RIP), enumerate his achievements, and discuss some of his sayings. They know about environmental issues, such as population growth, pollution, and climate change. They explain heritage related terms and concepts, like tangible and intangible heritage, identifying the historical and economic significance of heritage sites. They develop emerging skills in using maps to identify labelled locations, and their understanding of how to promote tourism. The protection of the UAE cultural heritage is less deep. - Most groups of students make expected progress overall. However, some high-attaining students do not make as much progress as they could.

Areas of Strength	**Areas for Improvement**
- Students' knowledge of the late His Highness Sheikh Zayed's (RIP) achievements in Phase 2. - Students' understanding of environmental issues in Phase 2.	- Students' skills in using maps in Phase 2 - Students' understanding of how to promote tourism and protect heritage in Phase 2.

English	- Students' achievement in English is acceptable overall. The school's internal data shows that students in Phase 1 make very good progress and in Phase 2, students make outstanding progress. This does not match with that seen in lessons and in students' work, where most students in both phases make progress in line with curriculum standards. - The school's internal data shows that attainment is very good, across Phases 1 and 2. This does not match with what was seen in lessons and students' work, which shows most students in both phases attain in line with curriculum standards. External Cambridge checkpoint data shows that attainment is weak in Year 6. There is no external data for Phase 1 and all other Year groups in Phase 2. - Most students in both phases make acceptable progress. In Phase 1, students listen attentively and communicate their experiences with others. Students blend sounds to read and write words, with some students writing simple sentences using their phonic knowledge. Students are ready to use conjunctions to extend their sentences. In Phase 2, most students read fluently and use retrieval skills to recall facts from a given text. However, limited inference skills prevent students from drawing their own conclusions from clues in a text. Lack of effective questioning does not promote thinking skills and encourage students to creatively extend writing giving it purpose. - Overall, most groups of students make the expected progress. However, high-attaining students and those with SEN and Gifted and Talented do not make as much progress as they could.

Areas of Strength	Areas for Improvement
- Students' speaking and listening skills in Phase 1. - Students' reading fluency in Phase 2.	- Students' creativity to extend writing with purpose in both phases. - Students' application of inference in their reading in Phase 2.

Mathematics	• Students' achievement in mathematics is acceptable overall. In lessons and in students' work, most students across both phases attain levels that are in line with curriculum standards. Internal assessment shows very good attainment in both Phases 1 and 2. However, this was not evident in lessons seen and in students' books, where overall most students attain in line with curriculum standards. • The 2022 external Cambridge checkpoint data for Year 6 is weak. GL's Progress Test in mathematics for 2022 indicate that students in Years 4-7 attained good progress overall, with Year 4 achieving acceptable outcomes and Year 5 achieving very good, Year 6 being acceptable and Year 7 achieving outstanding progress, respectively. • In lessons and in students' work, most students make expected progress across Phases 1 and 2. For example, children in FS2 in Phase 1 can identify a range of different 2D shapes and can make different patterns using various shapes. In Phase 2, most students understand that an obtuse angle measures more than 90 degrees but less than 180 degrees and are able to label them correctly. Whilst in Year 7, students can use a formula to calculate the area of a triangle and compound shapes made from rectangles and triangles. • Girls generally outperform boys. High attaining students make only slightly better progress across both phases, whilst low attaining students make less than expected progress across both phases.

	Areas of Strength	Areas for Improvement
	• Students' presentation of their work and confidence to discuss mathematical concepts in Phase 2. • Students' ability to make real-life connections through mathematical understanding in both phases.	• Students' skills in interpreting and applying reasoning, especially in Phase 2. • Students' ability to articulate mathematical thinking, especially for boys in Phase 2.

Science	- Students' achievement in science is acceptable overall. The school's internal data shows that students make very good progress in Phase 1 and outstanding progress in Phase 2. This does not match what was observed in lessons and in students' work, where most students make expected progress in both phases. - Internal assessment data shows very good attainment in Phase 1 and outstanding attainment in Phase 2. This was not seen in lessons and in students' work where most students attain in line with curriculum standards. External Cambridge checkpoint data for Year 6 is weak. There is no external data overall for Phases 1 and 2. - Most students develop age-appropriate knowledge and understanding of physical, life and earth sciences. In Phase 1 in FS2, children discuss and sort pictures of different living and non-living things, draw and colour one thing they like. In Year 1, students enquire and investigate things that float and things that sink. They discuss and share their experiences of a ship floating on water. However, they are not able to explain why paper and cotton float initially and then sink and how a ship floats on water. In Year 4, students predict materials that are conductors and insulators of electricity. They write their predictions in worksheets, use an electric circuit to make a fair test, conclude their findings and analyse their predictions with their findings. In Year 6, students predict the minimum and maximum mass of different objects, for example, marble, lemon, and apple. They then experiment using a digital pan balance and compare the given masses to identify the difference between mass and weight. However, their knowledge and skill of presenting the data in the form of a graph is not secure. - Overall, all groups of students make expected progress.

Areas of Strength	Areas for Improvement
- Students' enquiry and investigation skills in both phases. - Students' skills of prediction, testing, and analysis across the school.	- Students' skill of presenting data in different forms, particularly in Phase 2. - Students' understanding of the scientific concepts and application to the real world across both phases.

Other subjects	• Students' achievement in other subjects is acceptable overall. Most students make progress that is in line curriculum standards. This is in line with the school's internal data. • Attainment in other subjects is acceptable overall. However, no external data was available for other subjects. In lessons and in their work, most students attain in line with curriculum standards. • Most students make acceptable progress in developing their knowledge and skills across other subjects, for example, French PE, Art and Music. In football, students collaborate well and can demonstrate techniques of dribbling and passing the ball. In other games for example in badminton, students are not given the basic skills to be able to hold a racket and shuttle before attempting to play, nor are they given the rules to be able to play a meaningful game. In Music lessons in Phase 1, students gain confidence in identifying rhythm, tone and volume. In Computing, students in Phase 2 develop their coding and programming skills, and in Years 6 and 7, students build on these by using a range of computer programs. In Art, students across both phases are able to express themselves through a limited media as they have one lesson per week. Moral Education is taught in Arabic, most students demonstrate an acceptable understanding of moral and ethical values. In both Phases 1 and 2, students tend to rely heavily on teacher direction and independent learning skills are sometimes limited. • Most groups of students make expected progress, but some higher-attaining students do not always get the challenge they need.

	Areas of Strengths	**Areas for Improvement**
	• Younger students' learning and development in Music in Phase 1. • Ball control and team skills in PE in Phase 1.	• Students' progress across all the other subjects in the school. • Students' PE knowledge and skills across a range of sports in Phase 2.

Learning Skills	• Students' learning skills are acceptable in both Phase 1 and Phase 2. They demonstrate positive attitudes toward learning and show willingness to learn. However, a few students work less actively, and wait for teacher intervention to continue. • Students welcome group work, with varied interactions, and communicate their thoughts adequately. However, their collaboration is limited to a few situations. • Students make relevant cross-curricular links between areas of learning, particularly to social studies. However, this contributes a little to extending their knowledge or deepening understanding. • Students' research skills are basic. Although they show skilled IT skills, they rarely use learning technologies to enhance learning, enterprise, or explore a wider range of tasks that require higher order thinking skills.
	Areas of Strengths
	• Students' positive attitudes. • Students' making cross-curricular links between areas of learning.

Areas of Strengths	Areas for Improvement
• Students' positive attitudes. • Students' making cross-curricular links between areas of learning.	• Students' collaboration. • Students' use of learning technologies and application across all their learning.

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**	**N/A**	**N/A**

- Students' positive attitudes are seen in their involvement in a range of activities, and in their positive responses to critical feedback. However, they are not risk takers.
- Although students belong to diverse cultural backgrounds, their acceptance of diversity and respect for others contribute to a harmonious learning community.
- Students are sensitive to the needs of others. They organise humanitarian activities to support the needy inside the school and beyond.
- Students are aware of the significance of leading healthy lifestyles, and they are keen on raising awareness among peers about healthy living.
- Attendance is 95%. Students usually arrive at school and to lessons on time.

Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	N/A	N/A

- Students show a secure appreciation and understanding of the positive influence of Islamic values on UAE society. They celebrate Islamic events, like Ramadan.
- Students promote Emirati heritage and culture by celebrating the national days and establishing heritage and cultural corners around the school.
- Students of different cultures celebrate the school's cultural events where they showcase their countries' cultural components, like food and clothes.

Social responsibility and innovation skills	Good	Good	N/A	N/A

- Students demonstrate active citizenship. They cooperate with Sharjah Municipality in sustainability programs.
- Students enjoy work and respond positively to teachers' suggestions. However, they lack experience and confidence to make reasonable economic decisions.
- Students demonstrate a strong sense of loyalty and responsibility towards their school. Therefore, they promote sustainability and environmentally friendly behaviour, like recycling.

Areas of Strength:

- Students' understanding and appreciation of the UAE heritage, and culture.
- Staff-student and student-student relationships.

Areas for Improvement:

- Students' economic decision-making.
- Students' risk-taking qualities and critical thinking skills.

PERFORMANCE STANDARD 3:
TEACHING AND ASSESSMENT

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Acceptable	Acceptable	N/A	N/A

- The overall quality of teaching and assessment is acceptable.

- Most teachers have a secure knowledge of their subjects and understand how students learn. In lessons, teachers apply their knowledge, some specialist teachers across the phases displaying particular expertise. However, due to some teachers having recently joined the school, this is not yet consistent across the two phases.
- Teachers plan engaging lessons and use time and resources appropriately. The calm learning environment with adequate resources including science labs, library, sports areas and its effective use, supports learning. In Year 7, students perform simple tests in the lab to measure how strong and weak an acid or alkali is using indicators and the pH scale, Teacher interactions with students across both phases ensure that they are engaged learners.
- Questioning engages students in thoughtful discussion and is challenging in better lessons. In Year 7, teachers in an English lesson interact with students on occasion asking purposeful questions to promote meaningful discussions.
- Teachers use strategies that are adequate, tasks are differentiated to meet the range of learning needs of the students; however more able students are not always challenged.

Activities to develop students' critical thinking, problem solving, innovation and independent learning are a developing feature.

Assessment	Acceptable	Acceptable	N/A	N/A

- The data from internal and external assessment processes are acceptable and reviewed regularly to measure students' progress.
- The school uses Cambridge check points for Year 6 and GL PT for Years 4 to 7 in English and mathematics and Years 4 to 6 in science. CAT4 data is used to benchmark students' academic outcomes appropriately. CAT4 and IBT data is used to benchmark students' academic outcomes in Arabic.
- Assessment data is analysed well as the school has an academic expert who is responsible for this area. Links to access data are shared with staff, this is less effective.
- Assessment data is used in lessons to inform teaching, curriculum planning and meeting the needs of groups. Teachers use progress tracker to record students' progress, but this is not yet fully embedded nor is it consistently used across the school.
- Teachers at all levels have a reasonable knowledge of the students' strengths and weaknesses. In both phases, students record their learning in notebooks, most of which are well organised.
- Teachers give sufficient personalised written feedback to students to improve. This practice, however, is not yet consistent across the school.

Areas of Strength:

- Teachers' subject knowledge across both phases.
- Data analysis for attainment and progress undertaken by experts.

Areas for Improvement:

- Teaching strategies to meet students' needs, particularly for higher-attaining students.
- Teaching to develop critical thinking and innovation skills in lessons.
- Recording and tracking students' progress and its effective use by all teachers to influence learning.

PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Acceptable	Acceptable	N/A	N/A

- The curriculum is broad and balanced and meets the Cambridge Curriculum standards and MoE statutory requirements.
- The curriculum is planned and provides adequate progression and continuity. However, it is yet to cater for the needs of different groups of students.
- The school does not have students in Year 8 and above, therefore curricular options are not offered. However, the school provides students with a range of activities that develop their interests and has links with partner schools when students are ready to move on from Year 7 to Year 8. The students and their parents are made aware of a range of options available to them.
- The curriculum offers planned, cross-curricular links to promote the transfer of knowledge from one subject to another, however, this practice is inconsistent and still underdeveloped.
- The school conducts reviews of the curriculum ensuring adequate provisions are available on a termly basis.

Curriculum adaptation	Acceptable	Acceptable	N/A	N/A

- Curriculum adaptation has improved. The school regularly reviews the curriculum; however, the curriculum is yet to meet the needs and abilities of all students. For example, high-attaining students need further challenge, this inconsistency is evident in all subjects and across both phases.
- The school provides activities to enrich students' learning, including science and mathematics, clubs, cookery lessons, and school counselling for their wellbeing. The school also offers event activities such as sustainable projects or Art projects. Although they are available, they are not yet regular and not available to all students.
- The school has created links with Emirati culture and UAE society to help students develop clear knowledge and understanding of the UAE culture, and heritage. The school has planned and delivered focus days in line with the UAE national celebrations. This is one of the school's strengths and all students benefit from this strong provision.

Areas of Strength:

- Links with UAE culture and heritage to support understanding of the UAE culture and society.

- Extra-curricular activities and clubs offered to students, particularly the Gifted and Talented, build on interests and benefit students' personal development.

Areas for Improvement:

- Ensuring that the curriculum is reviewed regularly and meets the needs and abilities of all individuals and all groups of students.
- Ensuring that the curriculum delivers strong cross-curricular links, so students can transfer knowledge, skills and understanding through 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	**Very Good**	**Very Good**	**N/A**	**N/A**

- The protection, care, guidance and support of students is very good overall. This includes a full-time security team and a comprehensive system of cameras in all public areas and at entry points. The school has rigorous systems in place that are effective in keeping students safe at all times.
- The school provides a very safe, hygienic and secure environment; safeguarding procedures are highly effective, and the child protection policy has been shared with all stakeholders. Safeguarding training has been given to staff, students, parents and governors at the start of the academic year to ensure mechanisms of reporting are understood and adhered to by all.
- The school provides a very safe environment, buildings and equipment are very well maintained, and there are ramps to allow access for those with mobility issues from the ground floor. The school has a working lift so that the first floor can be accessed with ease. The school maintains comprehensive and secure records, including records of incidents and subsequent actions. School transportation is totally owned and operated by the school. Buses have their own app that is a key line of communication between the nannies and parents.
- The school promotes healthy living very effectively. Students' wellbeing is regularly monitored by the school doctor and nurses who maintain a close watch on any students at risk of obesity. There are suitable facilities and opportunities for sport to promote fitness.

Care and support	Good	Good	N/A	N/A

- Systems for managing students' behaviour are positive and purposeful and support the strong relationships between students and staff. The school is committed to consistently improving behaviour with the social worker carrying out regular reviews of students' behaviour profiles and rewarding positive improvements. Positive student and staff relationships are effective in promoting attendance, which currently stands at 95%.
- The school provides appropriate support for most students with special educational needs and those who are gifted and talented, this however, is not consistent across the school. The special education coordinator supports students of determination through individual educational plans working with teachers and parents. Targets are amended as required with steps normally being small and short term. She also works with parents, educating them in how to support and improve their children's learning in the home setting. Gifted and talented students are given preference for representing the school in both inter and intra school activities. For example, a Year 4 student travelled to Germany to compete in an international swimming competition.
- The personal wellbeing and development of all students are routinely monitored. The school social worker provides effective guidance for the students in Year 7 and their transition on to another school during and at the end of Year 7. Students say that they are very confident in going to the social worker or the teachers if they have any questions regarding their future. Transition between the different phases is smooth.

Areas of Strength:

- The school has effective procedures for the safeguarding of students, including child protection, with all staff, students and parents are aware of these.
- Staff have positive relationships with students. Systems and procedures for managing students' behaviour are successful.

Areas for Improvement:

- Enhance further the provision to support students across the school who are identified with special educational needs, and those who are gifted and/or talented.
- Streamline and strengthen the current arrangements for career guidance and counselling in Phase 2.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

Indicators:	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable

School Performance Review of Rosary Private School
20 – 23 February 2023

Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Acceptable

- The overall quality of leadership is acceptable. The principal and most of the leadership team are relatively new and promote a clear vision firmly rooted in the UAE National Agenda and driven by a commitment to provide a high-quality education for all students.
- Together with the school community and the stakeholders a clear direction has been set. There is a calm and positive culture throughout the school, this is reflected in assemblies, lessons and around the school. There are courteous and professional relationships amongst staff. Teamwork has now been successfully established within the leadership team but there remains insufficient clarity as to how some of the barriers to improvement can be addressed.
- Leaders have received a significant amount of training recently. They realise the importance of following through on this training to support staff with introducing a full range of strategies to ensure that lessons precisely cater for the needs of different groups of students. However, greater focus is needed on training middle leaders to help staff to introduce systematic classroom routines, so that all activities use the assessment information to plan and deliver lessons that are focused on improving outcomes for students.
- Self-evaluation is acceptable. The document is not sufficiently succinct, consistent and contains a few areas where there are mismatches in the judgements. It is generous in its evaluation of the impact particularly in the context of staffing. In the last 12-18 months there has been considerable staff mobility. The newly formed team has worked hard to evaluate the quality of provision across the school. It is not completely clear that the self-evaluation is efficiently informing the school improvement planning process.
- Clear systems exist to monitor the quality of lessons. These, however, are not used and evaluated consistently across all the senior managers. There is insufficient focus on evaluating the attainment of students during the lessons and the breadth of the curriculum outside the textbook.
- The principal and her team are supported by the parents who speak highly of the school, its care, guidance, and support. The school has established a strong partnership with parents. Good systems are in place to communicate with parents and to report to them about their children's progress.
- The governors and stakeholders have been steadfast in ensuring that key appointments have been made. As a result, leaders and governors are demonstrating capacity to continue to drive and sustain improvement throughout the school. Governors work well to support senior leaders and staff and know the school well through frequent onsite visits and close liaison with the principal and staff. They are aware of the need to create sub-committees to help increase the efficiency of their various roles and responsibilities.
- The school runs efficiently on a day-to-day basis. Across the school, the premises, facilities and resources are of high quality and are very well matched to meet the needs of the curriculum. For example, in practical subjects, the resources and equipment available to students would typically meet professional standards.

Areas of Strength:

- The calm and positive culture for learning created across the school by the principal and vice principal.
- The Principal and the Governors have established strong partnership with the parents through regular communication.

Areas for Improvement:

- More rigorous alignment of self-evaluation processes with the expectations of the UAE Framework and a greater emphasis on student outcomes.
- Provision for leaders, especially middle leaders to follow through on all recent training to ensure consistency of the presentation of all areas within the school self-evaluation and it's monitoring the impact on students' learning and outcomes.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The ratio of Arabic teachers to students is 1:95. The school has 18 Arabic teachers. 17 of these teach Arabic as a First Language, 1 teaches Arabic as a Second Language.
- The school has two libraries. In Phase 1 library there are 442 Arabic language books. In the Phase 2 library there are 1474 Arabic language books (1124 Fiction; 350 general reference). The e-library system has 400 Arabic-language books.
- Arabic classes have library lessons planned once per month, starting in Term 3. The curriculum is divided into reading, writing, speaking and listening. However, more time is given to reading and writing, according to the Ministry of Education. In Year 1, students have a ten-minute individual reading session in every Arabic lessons.
- Arabic language is promoted through the four school assemblies. There are regular competitions including reading, story writing, young reporters, and literature. Some of these competitions are devised and run in school, some are in collaboration with external organisations such as the Ministry of Education and SPEA.

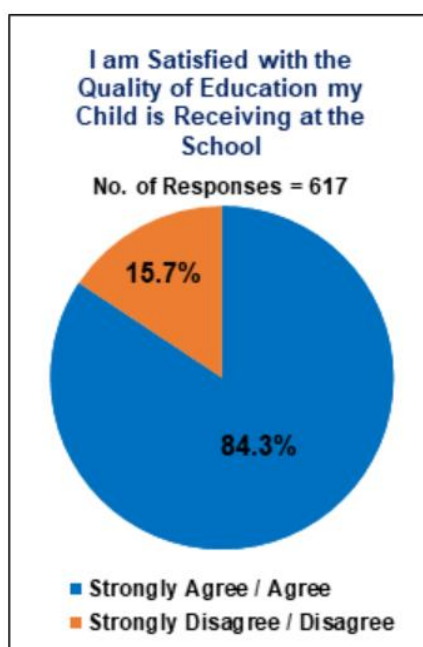### The school's use of external benchmarking data

- The school makes use of a variety of external testing including CAT4, GL, IBT Arabic, SPEA requirements for TIMSS, PIRLS, Cambridge Checkpoints in Year 6. 100% of the students in those years sit the assessment. Progress Test and IBT questions are used in lessons in the run up to exams. TIMSS has a programme with curriculum adaptation completed to allow for content not covered in the Cambridge curriculum. Internal test papers are created using Cambridge questions where possible.
- Results are shared with the students online via email with analysis. The students are made aware of their profiles based on the CAT4 results. Opportunities are provided for parents to ask questions. Parents are invited to evenings to discuss results.

Provision for KG

- Students in FS2 are taught by 11 teachers and students in Y1 are taught by 10 teachers. Classes are limited to 24 students. The staff student ratio is 1:17.
- Classrooms are adequately spaced with areas for technology and reading and a separate music learning area science learning classroom, a library with age-appropriate reading materials, and an indoor activity room for when the weather is too hot to play outside. Downstairs classrooms (FS2) have outdoor learning areas resourced with sand, water, paint, and other areas for independent learning. The school also has a large, covered outdoor common area used for Physical Education as well as assemblies and other learning. An outdoor playground and garden are also available for learning and is resourced age-appropriately.
- Students enter FS2 with a clear induction program. Parents and students visit the school multiple times in the process of joining where they enjoy a typical FS2 lesson.
- Transition into Year 1 operates at various times throughout the third term

VIEWS OF PARENTS

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

No. of Responses = 617

- Strongly Agree / Agree — 84.3%
- Strongly Disagree / Disagree — 15.7%

School Performance Review of Rosary Private School
20 – 23 February 2023

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve achievement across the school in all subjects and in Phases 1 and 2 by:
    - improving achievement in English, mathematics, and science.
    - improving achievement across all phases in Arabic and other subjects.
    - improving the consistency of the development of innovation, critical thinking, and problem-solving skills in Phases 1 and 2.
    - developing students' investigative skills and the practical application of their knowledge.
    - allowing students to research more widely in order to develop inquiry and practical skills.
- Improve the identification and support for students with special educational needs and those who are gifted and talented, by:
    - ensuring that teaching consistently challenges those students who are gifted and talented and supports those who have special educational needs.
    - making sure that adaptations to the curriculum, including extra-curricular provision, are consistently effective for students who have special educational needs, and those who are gifted and talented.
    - making sure that the status and provision of other subjects is managed and consistently effective across both Phase 1 and 2.

- Improve the impact of leadership and management on student outcomes by:

    - ensuring that a rigorous process of self-evaluation is based on reliable and valid internal and external assessment data that provides a thorough view of students' achievement.
    - improving teaching and assessment across all subjects and both Phases 1 and 2 to meet the needs of all groups of students.
    - using the inspection framework definitions to guide observational judgements for middle leaders on attainment and progress in each lesson.
    - reviewing the consistency of senior leaders' lesson visits by undertaking joint observations and ensure that all observations have a clear focus on the effectiveness of learning for every student.
    - ensuring that leaders at all levels, as well as parents and governors, are familiar with the results of students' assessment.
    - focussing professional development of teachers on establishing differentiated classroom practices that always meet the needs of every student.
    - improve consistency in middle leadership accountability, particularly in respect of students' achievement in both phases.

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.

School Performance Review of Rosary Private School
20 – 23 February 2023

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.