



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**AL ALFIAH FILIPINO PRIVATE SCHOOL**

30 January - 2 February 2023

**Overall Effectiveness**

**WEAK**



إتقان 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 KG.



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

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

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

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

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

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

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

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

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

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

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

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

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



## Judgements

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




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

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

- visits to 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	114	
	School location	Al Azrah, Sharjah	
	Establishment date	27/07/2017	
	Language of instruction	English	
	School curriculum	Philippines	
	Accreditation body	DEPED Government Permit	
	Examination Board	N/A	
	National Agenda Benchmark Tests/ International assessment	Asset, IBT	
	Fee range	AED 5000 to 8000	
	Staff	Principal	Marjorie Nazaret
		Chair of Board of Governors	Nino Decenoria
Total number of teachers		40	
Total number of teaching assistants		5	
Turnover rate		70%	
Main nationality of teachers		Filipino	
	Teacher: student ratio	1:24	
	Total number of students	548	
	Number of Emirati students	0	
	KG: number and gender	Total: 94, Girls: 46, Boys: 47	
	Primary: number and gender	Total: 171, Girls: 91, Boys: 81	
	Middle: number and gender	Total: 124, Girls: 60, Boys: 64	
	High: number and gender	Total: 159, Girls: 83, Boys: 76	
	Nationality groups	1. Filipino 2.	
	Total number of students with special educational needs	4	

## PROGRESS JOURNEY

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



## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of five reviewers' 112 lesson observations, 40 of which were carried out jointly with school leaders.

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

The school's overall effectiveness is Weak. There is little evidence of significant improvement since the last inspection. Some progress has been made in developing Arabic and Islamic Education, but there is too much inconsistency in the improvements made. Leadership is less effective than at the previous inspection, and self-evaluation and governance both remain underdeveloped. In particular, the middle leaders are not sufficiently aware of their roles. In KG, the same weaknesses are apparent that were identified in the previous inspection. Overall, there has been little improvement in students' achievement and there has been a decline in the development of learning skills. The overall quality of teaching and assessment is weak, which is also a decline since the previous inspection. Students' personal and social development, and their innovation skills, along with the quality of the curriculum, remain acceptable overall, although both aspects are weak in KG. The care, guidance and support for students is acceptable, although different groups of students are not well catered for in lessons. In general, the learning environment is adequate, and the building are maintained well. However, the facilities and resources do not consistently promote better learning, especially in KG.

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

- The behaviour and respectful attitudes of students throughout the school.
- Teaching in the high Phase where students have more opportunities to collaborate and work independently.
- Students command of spoken English which supports their learning.
- Students' attendance, which is very good.

### **KEY AREAS FOR IMPROVEMENT:**

- Impact of leadership across the school.
- The quality of provision for children in KG.
- Students' achievement, especially in Arabic subjects.
- The quality of teaching and assessment, especially in KG and for Arabic medium subjects.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is **Weak**

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





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic Education is acceptable overall. The school's internal data show that students make acceptable progress. Similarly, in lessons and in their work, most students make expected progress.</li><li>• The school's internal data show that attainment is acceptable. This matches students' attainment in lessons and in their work, where most students attain in line with curriculum standards. There is no external data in this subject.</li><li>• In KG, most children make expected progress and can apply Islamic law and etiquettes; they memorise the Bedtime Supplication and apply it before sleeping. In Primary Phase, most students can recite the Noble Hadeeth by heart, and in an expressive manner. They can draw out the importance of showing kindness and adhere to treating others with kindness. In the Middle Phase, most students are able to read and explain verses from the Holy Qur'an and the Noble Hadeeth, but their reading accuracy is less well developed. In the High Phase, most students are able to apply Islamic values and principles, but their application to real-life needs further development. They are able to read accurate verses from the Holy Qur'an and link them to suitable contexts, but their recitation according to Tajweed rules is inconsistent.</li><li>• All groups of students make at least expected progress, but high-attaining students, and those students with special education needs (SEN) do not always receive work which is sufficiently challenging.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' understanding of the Holy Qur'an and Nobel Hadeeth in the Middle Phase.</li><li>• Students' knowledge of values, principles and etiquette of Islam in all phases.</li></ul>	<ul style="list-style-type: none"><li>• Students' application of Tajweed rules in the High Phase.</li><li>• Students' reading accuracy in the Middle Phase.</li></ul>



Arabic as a Second Language

- Students' achievement in Arabic as a second language (ASL) is weak overall. The school's internal data shows that students make acceptable progress in all phases. This differs from the progress seen in lessons and in students' work, where only a majority of students make expected progress in Primary, Middle and High Phases. Most children in KG make expected progress.
- The school's internal data shows attainment is acceptable overall. This was not seen in lessons and in students' work, where most students in KG attain in line with the curriculum standards, while less than three-quarters of students in Primary, Middle and High Phases reach this standard. There is no external data in this subject.
- Most students in KG are developing speaking, listening, and reading skills in line with curriculum standards. Most can read correctly, gain new vocabulary and use them in simple sentences. They can say some classroom objects in Arabic. In Primary, only a majority of students can chunk words into letters and build simple sentences. Some students struggle to read confidently or use new vocabulary in sentences effectively. In Middle Phase, only a majority of students develop expected comprehension skills. In the Middle and High Phases, only a minority of students can recognise new vocabulary and employ them effectively in sentences of their own. In High Phase, students can summarise texts using suitable grammar appropriately. Across all phases, students' extended writing skills are less well developed.
- Only a majority of groups of students make the expected progress overall. However, high-attaining students do not make sufficient progress.

**Areas of Strength**

- Children's Arabic language skills in KG.
- Students' summarising ability in High Phase.

**Areas for Improvement**

- Students' comprehension skills in Middle Phase.
- Students' extended writing skills across all phases.



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is weak overall. The school's internal data shows that progress is weak in all phases. This is similar to that seen in lessons and in students' work, where only a majority of students make expected progress in KG, Primary and Middle Phases.</li><li>• The school's internal assessment data shows that attainment is weak across all phases. This matches the attainment seen in lessons and students' work, where less than three-quarters of students attain in line with curriculum standards. There is no external data in this subject.</li><li>• Students are keen to learn about the UAE, its history and economic development. However, they do not progress well, because they do not have the knowledge they need, nor do they demonstrate secure understanding. In KG, children do not have the knowledge they should about the geography of the UAE. In the Primary Phase, only a majority of students know and understand key features of the history, geography, and economic development of the UAE. In the Middle Phase, only a majority of students demonstrate adequate knowledge and understanding of the UAE's environmental challenges and geographical features, but many lack deeper understanding.</li><li>• Only a majority of groups of students make expected progress. High-attaining students do not make enough progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' adequate understanding of UAE history and geographical features in Primary Phase.</li><li>• Middle and High Phase students' environmental and geography knowledge.</li></ul>	<ul style="list-style-type: none"><li>• Children's knowledge of the geography of the UAE in KG.</li><li>• Students' deeper understanding of the environmental challenges of the UAE in Middle Phase.</li></ul>



<b>English</b>	<ul style="list-style-type: none"><li>• Students' achievement in English is acceptable overall, and weak in KG. The school's internal data shows students make weak progress in Primary and acceptable progress in Middle and High Phases. This does not fully match with that seen in lessons and in students' work, which shows less than three-quarters of students make expected progress in KG, and most make expected progress in the other phases.</li><li>• The school's internal data indicate acceptable attainment for KG and Primary Phases, and weak attainment in Middle and High Phases. External data shows acceptable attainment overall. This does not fully match attainment seen in lessons and in students work, where less than three-quarters of children in KG reach curriculum standards, while most do so in the other phases.</li><li>• In KG, children generally make better progress in speaking than they do in reading and writing. As students' progress into Primary Phase, they develop expected speaking and listening skills, although are less confident in reading and writing skills. Most students make acceptable progress in developing their vocabulary and applying it successfully, and in Middle Phase, they begin to infer and interpret from text, and can analyse some stories, poems and films meaningfully. Overall, students' extended writing skills are less well developed in the Primary and Middle Phases, before improving in the High Phase where students undertake their own research and produce appropriate description and analysis.</li><li>• Overall, most groups of students make expected progress. High attaining students do not progress as well as they could, particularly in KG.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' speaking skills across all phases.</li><li>• Students' ability to infer and interpret from text in High Phase.</li></ul>	<ul style="list-style-type: none"><li>• Students' development in reading in KG and Primary Phase.</li><li>• Students' extended writing skills in Primary and Middle Phases.</li></ul>



Mathematics

- Students' achievement in mathematics is acceptable overall but is weak in KG and in Middle Phase. In lessons and in their work, most students in Primary and High Phase make acceptable progress, while students in KG and Middle Phase make weak progress. This matches with the school's internal data for all phases.
- The school's internal assessment data shows attainment as good in KG, acceptable in Primary and weak in the Middle and High Phases. This is also seen in lessons and in students' work in Primary and Middle Phases, but not in KG, where attainment is weak, or in High Phase, where most students attain in line with curriculum standards. External data indicates attainment is weak in Primary and High Phases, and very weak in Middle Phase.
- In KG, the majority of children make expected progress in numbers and quantity, including knowing the names of different shapes. However, they are less confident in writing number sentences involving the addition and subtraction of one-digit numbers. In Primary Phase, most students gain confidence with operations, using numbers and quantity. They know the properties of shapes and polygons but have a less developed understanding of change and relationships. Only a majority of Middle Phase students can solve algebraic equations and use their mathematical thinking to formulate simple equations. Most students in the High Phase are able to use their knowledge of geometry and trigonometry, where they can calculate using distances and lines on graphs. Most students in the High Phase are able to demonstrate expected levels of proficiency in algebra.
- Overall, the majority of groups of students make expected progress. High attaining students do not progress as well as they could, particularly in KG and Middle Phases.

**Areas of Strength**

- Primary Phase students' confidence in operations using numbers and quantities.
- Students' proficiency in algebra in High Phase.

**Areas for Improvement**

- Children's ability to form number sentences in KG.
- Middle Phase students' ability to solve and formulate simple equations.



<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is acceptable overall. In lessons and in their work, most students make expected progress in the school, apart from in KG, where less than three-quarters of children make expected progress. This does not match the school's internal data, which shows that students make outstanding progress in KG and weak progress in the other phases.</li><li>• The school's internal data shows that attainment is good in KG, acceptable in Primary and Middle Phases, and weak in the High Phase. This does not match the attainment in seen in lessons and in students' work, which shows that only a majority of children reach expected standards in KG, while most students do so in the other phases. External data shows weak attainment in Primary, Middle and High Phases.</li><li>• In KG, children do not make acceptable gains in their scientific thinking, enquiry and investigative skills. Their understanding of forces and movements is weak because there are not sufficient opportunities to learn through play and experimentation. Most students have secure science knowledge in physical, life, earth and space sciences in Primary, Middle and High Phases. In primary Phase, students make acceptable gains in learning to explain how animals can be classified. Students in Middle Phase make acceptable progress in developing their understanding of volcanoes. Students in High Phase can work independently to calculate the molar mass of an element and create schematic diagrams of electrical circuits. Students' practical and laboratory skills are less developed across all phases.</li><li>• Overall, the majority of groups of students make the expected progress in Primary, Middle and High Phases. In KG, groups do not progress as well as they could.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students secure knowledge in physical, life, earth and space sciences in Primary, Middle and High Phases.</li><li>• Students' ability to create and record electrical circuits in High Phase.</li></ul>	<ul style="list-style-type: none"><li>• Students' practical and laboratory skills in all phases.</li><li>• Children's scientific thinking, enquiry and investigation skills in KG.</li></ul>



Other subjects	<ul style="list-style-type: none"><li>• Students' achievement in other subjects is weak. Less than three-quarters of students make expected progress in these subjects.</li><li>• There is no reliable internal or external assessment information for other subjects. In lessons and their work, less than three-quarters of students attain at expected curriculum standards.</li><li>• Only a majority of students attain in line with curriculum standards, and learning is slow in too many lessons. Students do not have secure skills, knowledge and understanding in the subjects they study. Students are interested in the lessons, and sometimes enjoy tasks such as research and undertaking practical activities.</li><li>• Students do not understand their strengths and weaknesses clearly enough. In IT and PE, students are not able to identify the next steps in their learning or make connections with other areas of the curriculum. They enjoy working with each other on some of the tasks they do.</li><li>• Students do not develop the skills they need to reach acceptable levels of performance. For example, in a dance lesson, the students were not challenged to do any more than simply copy the moves the teacher made. As a result, their understanding and skills in PE are weak and underdeveloped.</li><li>• Only a majority of groups of students make expected progress in other subjects. Some high-attaining students do not do as well as they could in these subjects.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' enjoyment of practical or research-based activities.</li><li>• Students' collaboration on tasks across other subjects.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to make connections between other subjects and the rest of the curriculum.</li><li>• Students' skills in dance, PE and IT.</li></ul>

Learning Skills	<ul style="list-style-type: none"><li>• The development of learning skills is weak overall. It is weak in KG, Primary and Middle Phases, but acceptable in the High Phase.</li><li>• In general, students are passive learners and wait for teacher direction and guidance. They have very few opportunities for independent learning and to identify their strengths and areas for development in learning.</li><li>• Students sometimes develop their learning through collaboration. However, the outcome of the collaboration is usually to complete set tasks rather than innovate and think creatively to solve problems.</li><li>• Students rarely make real life connections and relate their learning to their understanding and experience of the world. In the best learning, students are able to make connections based on their learning in science.</li><li>• Students' innovation, enterprise enquiry and research are limited across the school. Although projects are set, students do not persevere to completion.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>



	<ul style="list-style-type: none"> <li>Students' ability to make links between their learning in science and the real world.</li> <li>Students' collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Students are over-reliant on the teacher for direction.</li> <li>Students' independent learning and their ability to persevere with learning.</li> </ul>
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## PERFORMANCE STANDARD 2: STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

Indicators:	KG	Primary	Middle	High
<b>Personal development</b>	<b>Weak</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"> <li>Students' personal and social development is acceptable overall but is weak in KG. Their understanding of Islamic values and awareness of Emirati culture is also acceptable.</li> <li>Students demonstrate positive and responsible attitudes, although less so in KG. They generally appreciate critical feedback. However, their self-reliance is underdeveloped.</li> <li>Behaviour is acceptable overall but is weak in KG. Students usually demonstrate self-discipline and respond well to staff. Incidents of bullying are rare. Children in KG sometimes get distracted because lessons lack opportunities to learn through play and this can lead to poor behaviour. Behaviour routines are not made clear to children in KG.</li> <li>Students demonstrate a reasonable understanding of healthy eating and maintaining an active lifestyle. Most make appropriate food choices at breaks and mealtimes.</li> <li>Students' attendance is very good at 97%. Perfect attendance is encouraged by awards which are celebrated on noticeboards around the school. Students generally show good punctuality, although occasionally some morning lessons start late.</li> </ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"> <li>Students have an understanding of Islamic values and how these influence life in the UAE. They are knowledgeable and respectful of the traditions and heritage of the UAE and take part in daily Islamic prayer and singing of the UAE national anthem.</li> <li>Students are knowledgeable and respectful of their own Filipino backgrounds and of other cultures. They have a school dance in which all students take part. They also participate in events such as United Nations Day.</li> </ul>				





Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"><li>• Students are aware of their responsibilities in the school community. Students in High lead school assemblies, and the student council organise events such as a photo booth to celebrate the use of technology in supporting multi-lingual learning. Students volunteering activities in the local and wider community are irregular.</li><li>• Students enjoy work but may lack initiative. Their innovation and enterprise skills are less well developed, especially in lessons.</li><li>• Students take care of their immediate surroundings and are aware of important environmental and conservation issues. They take part in the Sharjah sustainability award, recycle bottles and paper, and plant trees and flowers in the school.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Students' positive attitudes and relationships, and their contribution to the life of the school community.</li><li>• Very good attendance.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• Students' innovation skills in lessons.</li><li>• Children's behaviour choices in KG.</li></ul>				



### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
<b>Teaching for effective learning</b>	<b>Weak</b>	<b>Weak</b>	<b>Weak</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>• The overall quality of teaching and assessment is weak. Teaching and assessment are acceptable in the high Phase.</li><li>• A minority of teachers have too little knowledge of their subjects, or how students learn, particularly in KG and the Primary and Middle Phases. In the High Phase, teachers use an appropriate range of strategies to challenge and support most groups of students. In KG, there is too little understanding of the role of play in supporting children's learning.</li><li>• Teachers' lesson plans and the use of resources, including the use of technology, are variable and inconsistent. Lesson plans are aligned to curriculum standards, but the insecure subject knowledge of some teachers' means that some lessons focus mostly on the basic introductory concepts, and do not provide students with enough depth or challenge to their learning.</li><li>• Questioning and student-teacher interactions are not sufficiently challenging or probing. This contributes to some students losing interest in lessons. In the High Phase, students are more engaged and willing to learn, and respond well to the better teaching they receive.</li><li>• Teachers use some limited strategies to meet the needs of students. However, high-attaining students are not always sufficiently challenged. There is usually little support for students with SEN needs in lessons.</li><li>• Teachers do not consistently promote critical thinking, problem-solving and innovation skills in lessons. Few opportunities are usually provided for independent learning.</li></ul>				
<b>Assessment</b>	<b>Weak</b>	<b>Weak</b>	<b>Weak</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>• Internal assessment processes are inconsistent. They rarely provide an accurate measure of students' progress and are not always closely tied to the curriculum.</li><li>• The school benchmarks students' outcomes against international averages in most subjects, usually from the Primary Phase through to the beginning of the High Phase.</li><li>• Most teachers do not use assessment information adequately to influence teaching. This is particularly the case in KG and in the Primary and Middle Phases. This means that the needs of individuals and groups of students are not always met well enough.</li><li>• The school has a marking policy, but it is not implemented or checked well enough. As a result, there are many instances in which students' work is not looked at by the teacher. Constructive feedback on how to improve work, or deepen understanding, is uncommon across students' books.</li></ul>				
<b>Areas of Strength:</b>				



- The use of international benchmarking.
- The quality of lesson planning in the High Phase.

**Areas for Improvement:**

- Teaching to develop critical thinking across the phases, especially KG and in Primary and Middle Phases.
- Use of assessment information to modify teaching and the curriculum to improve achievement.

## PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
<b>Curriculum design and implementation</b>	<b>Weak</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>• The overall quality of the curriculum is acceptable, but weak in KG.</li><li>• The curriculum follows all statutory requirements of both the Philippine and UAE regulatory agencies. It is broad and balanced but does not follow the provision for play-based approaches as prescribed by the Philippine curriculum to enrich children's learning in KG.</li><li>• Overall, the curriculum is planned to provide adequate continuity and progression. It builds on prior learning and meets most students' needs, particularly in the High Phase. However, there is a weaker focus on the preparation on academic transition between KG and Primary. Across the school, the curriculum does not always support learning for higher-attaining students well enough.</li><li>• There is a range of curricular choices for older students in the school preparing them well for future learning. The school offers three strands to support High Phase students' interests, which are STEM, Humanities and Business. For the present cohorts, all choices are geared towards STEM.</li><li>• Cross-curricular links and links to the real world are recorded in lesson plans but are rarely included effectively in lessons.</li><li>• The school periodically reviews of the curriculum to ensure adequate provisions in most subjects, except in KG. Revisions in the curriculum are usually minor and as a result continuity and progression as not as strong in the Middle Phase as it is in other phases.</li></ul>				
<b>Curriculum adaptation</b>	<b>Weak</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>



- Curriculum modifications are adequate to meet the needs of all students in Primary Middle and High, but not for students who need support or challenge. In KG, modifications do not fully meet the academic and personal needs of all children.
- The curriculum is adequate, but unimaginative in KG. Across the phases, there are limited opportunities to promote enterprise, innovation, creativity, and social contribution in lessons and in the school community. There are an appropriate number of academic and interest-based clubs that benefit the academic and personal development of students.
- There are a range of learning experiences to develop an appreciation and understanding of the heritage of the UAE. Daily assemblies have a UAE focus and thematic monthly celebrations include UAE and Philippine poster-making activities. The school participates in UAE celebrations such as the Flag Day, UAE Day and Martyrs Day. Field trips to cultural and heritage sites also take place.

#### Areas of Strength:

- Curriculum choices in the High Phase.
- The range of curricular choices for students in High Phase.

#### Areas for Improvement:

- Curriculum design and implementation in KG.
- Review of the curriculum to meet the academic and personal needs of all students.

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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Acceptable	Acceptable	Acceptable	Acceptable

- The overall provision for the protection, care, guidance and support for students is acceptable. However, there are some weaknesses in the care and support they receive.
- All staff are aware of the child protection policy, and the arrangements for safeguarding are adequate.



- The school is safe, and the arrangements to ensure health, safety and security are appropriate and suitable. Attention is paid to the need to ensure students' safe travel, to and from school.
- Records are kept and the premises are generally well maintained. The premises does not have an elevator, but arrangements are made for students who may have mobility issues.
- The school promotes safe and healthy living and encourages healthy choices at breaktimes and mealtimes.

Care and support	Weak	Acceptable	Acceptable	Acceptable
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- Relationships throughout the school between staff and students are courteous and respectful. However, there are sometimes inconsistencies in the management of children's behaviour, particularly in KG.
- Attendance is very good, although the systems for managing punctuality are not as strong, with lessons sometimes starting late.
- Following reading age assessments, support is put in place for students who need it. However, there are processes for identifying or supporting students who have special educational needs, or those who may be gifted and talented.
- Adjustments to learning for different groups within classes, including for students who need extra challenge, or those who may benefit from additional support are a developing feature
- The school provides adequate provision for guidance and advice. For example, for students in High Phase, there are university fairs and other events which are organised to inform future choices. Guidance provided throughout the rest of the school is not yet systematic enough. The school promotes sensible choices for healthy living and well-being.

**Areas of Strength:**

- Support for those students falling behind with reading.
- Positive relationships between staff and students.

**Areas for Improvement:**

- Identification and support for students with special educational needs and those who are academically gifted.
- The processes for managing children's behaviour in KG.

**PERFORMANCE STANDARD 6:  
LEADERSHIP AND MANAGEMENT**

<b>Indicators:</b>	
<b>The effectiveness of leadership</b>	<b>Weak</b>
<b>Self-evaluation and improvement planning</b>	<b>Weak</b>



<b>Partnerships with parents and the community</b>	<b>Acceptable</b>
<b>Governance</b>	<b>Weak</b>
<b>Management, staffing, facilities and resources</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>• The overall quality of leadership and management is weak.</li><li>• Whilst there is a clear commitment from the principal and staff to care for all students, leaders' vision of high-quality learning is not communicated clearly enough to teachers. This results in inconsistent teaching across the school, particularly in KG, in Arabic second language and in social studies.</li><li>• Relationships are courteous throughout the school, although sometimes the focus on harmonious relationships is sometimes to the detriment of more robust challenge where this is need. This is particularly evident in KG. As a result of these shortcomings, the capacity for further improvement is limited. Leaders have not had enough impact on important aspects of the school's work, and some aspects have declined since the previous inspection. Leaders have ensured the school is compliant with relevant requirements.</li><li>• The systems and processes for monitoring and self-evaluation are not robust enough, nor are middle leaders sufficiently involved or informed. This means that underperformance is not followed up and students' learning in lessons is slow to improve. Data is not used effectively to monitor performance and identify the areas requiring support and challenge. Consequently, self-evaluation and improvement planning are ineffective.</li><li>• Parents and governors are very supportive and appreciative of the efforts of leaders and staff. However, parents are not well enough informed of what their children need to learn so they can support them effectively. The Governing board is broadly representative of stakeholders and includes expertise from the community. The board receive some information about the school, including parental surveys. However, governors do not have enough useful information about the school's performance, and so are not able to hold leaders to account effectively.</li><li>• The leaders are in the early stages of improving aspects of the school. Day-to-day routines are generally effective, and students' absences are followed up promptly. Staffing levels are adequate, although some teachers lack sufficient subject knowledge. Professional development is provided for teachers, but it is not effective enough to secure improved quality of teaching across the school.</li><li>• The premises are generally appropriate for most aspects of provision, although the science laboratories are yet to be commissioned. This restricts the opportunities for investigative work. Whiteboards are installed in many classes and are used appropriately. The outdoor spaces are well utilised by different groups and classes. However, not all lessons make full use of resources such as textbooks and mathematics manipulatives.</li></ul>	
<b>Areas of Strength:</b>	
<ul style="list-style-type: none"><li>• A clear commitment on the part of leaders to improve.</li><li>• Parental support, and a strong sense of community.</li></ul>	



#### Areas for Improvement:

- The impact of leaders, particularly middle leaders, on the quality of teaching and learning.
- Clear and robust systems to check the quality of teaching and to tackle underperformance.

## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There is adequate staffing for Arabic, although the teachers in Middle and High Phases are not suitably qualified. The required hours are made available in the school timetable. The ratio of teacher to students is 1:15.
- There are a limited range of Arabic reading books in the library, but very few are made available in classrooms. Reading in Arabic is encouraged but not strongly promoted.
- Children enter competitions in Arabic, but other extra-curricular provision to support the learning of Arabic is limited.

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

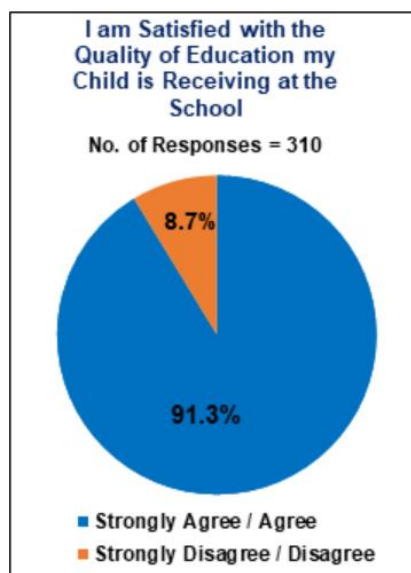
- All students from Grade 3 to 10 take ASSET International Benchmark Tests (IBT) in compliance with SPEA requirements.
- Students are aware of the assessments, but they feel they are not well prepared to take them. There is no systematic provision to prepare students effectively for the tests.
- Students are not typically aware of their results in the international benchmark tests. Parents are not routinely informed about the results.

### Provision for KG

- The staffing provision for KG is adequate with three KG2 classes and one KG1, they all have a teacher and an assistant. Some teaching does not have enough understanding or expertise about the best ways younger children learn. The staff to student ratio is 1:20.
- The indoor and outdoor learning environment is sufficient to deliver the Philippines KG curriculum. However, the KG curriculum is unimaginative and does not place sufficient emphasis on the needs of children or on the benefits of learning through play.
- There is clear communication to parents when children start school. The induction program is adequate and contains an appropriate range of information. Grade 1 and KG teachers work together to facilitate children's transition between KG and Grade 1.



## VIEWS OF PARENTS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Urgently improve the impact of leadership in all areas of the school, by:
  - leaders and governors working together to hold each other and all staff to account for improved outcomes for students.
  - securing a shared understanding of good teaching and monitoring this regularly throughout the school.
  - identifying and challenging weaker teaching and providing appropriate support to help teachers to improve.
- Rapidly improve provision in KG, by:
  - implementing all aspects of the Philippine curriculum for KG.
  - setting up daily routines in each class so that children can learn through play.
  - increase the focus on children developing skills through doing, speaking and listening.
- Improve achievement in Arabic across the school, by:
  - ensuring that all teachers in Middle and High Phase are appropriately qualified to teach Arabic medium subjects.
  - making sure that staff have the necessary skills and knowledge to teach the subject at the correct level for each Grade.
  - ensuring there are opportunities in every lesson for students to speak and extend their vocabulary, and to read and write in longer sentences.





- Improve the effectiveness of teaching by:
  - implementing a simple, structured approach to lesson planning which clearly identifies the knowledge, skills and understanding to be learned.
  - ensuring lessons have a clear purpose and learning objective, aligned to curriculum requirements.
  - ensuring students have regular opportunities to make connections, think critically, evaluate what they have learned and identify their next steps in learning.
  - reviewing, marking and providing feedback about students' work, identifying their next steps clearly.
  - following an agreed approach to assessment in each grade and subject.
  - providing tasks which ensure challenge and support for all groups of students.

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

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

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

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