SHARJAH PRIVATE EDUCATION AUTHORITY

هيئة الشارقة للتعليم الخاص

School Performance Review (SPR)|Report

English Private School of Kalba
26-29 February 2024

Overall Effectiveness: GOOD

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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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

THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

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

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

Performance Standard 6. Leadership and management, comprising:

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

Judgements

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

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 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	144
	School location	Kalba, Sharjah
	Establishment date	2002
	Language of instruction	English
	School curriculum	National Curriculum for England (NCfE)
	Accreditation body	-
	Examination Board	Cambridge, Pearson, Edexcel
	National Agenda Benchmark Tests/ International assessment	IGCSE, A Level, GL, PT, Cat 4, TALA, Mubbakir, PIRLS, PISA, TIMSS
	Fee range	12,049 – 22,610 AED
Staff	Principal	Haroon Ahmed Kunwer
	Chair of Board of Governors	Azza Faisal Bin Khalid
	Total number of teachers	76
	Total number of teaching assistants	12
	Turnover rate	8%
	Main nationality of teachers	Egyptian
Students	Teacher: student ratio	1:18
	Total number of students	1,544
	Total number of students per phase	Phase 1: 135 Phase 2: 906 Phase 3: 483 Phase 4: 20
	Number of Emirati students	1,114
	Number of Emirati students per phase	Phase 1: 122 Phase 2: 730 Phase 3: 262 Phase 4: 0
	Phase 1: number and gender	Boys: 68 Girls: 67
	Phase 2: number and gender	Boys: 470 Girls: 436
	Phase 3: number and gender	Boys: 139 Girls: 344
	Phase 4: number and gender	Boys: 12 Girls: 8
	Nationality groups	1. Emirati
		2. Egyptian
	Total number of students with special educational needs	5

PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 174 lesson observations, 37 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is an improvement from the 2023 inspection of acceptable. The new CEO and the senior leadership team (SLT) have implemented a school improvement plan which prioritises raising student achievement and enhancing resources to support teaching and learning. Teaching and the use of assessment are now good. Internal and external assessments are not always closely aligned. There has been improvement in most subjects and students' achievement is now good across the phases. Only in mathematics is achievement acceptable in Phases 1, 2 and 3, and it is good in Phase 4. The school continues to build on previous progress in all areas. Students' learning skills are good and their personal development and understanding of Islamic values are now very good. Social responsibility and innovation skills are not quite as strong. Th curriculum provision and adaptation are good. The school provides a safe and nurturing environment, and the protection care and support of students are now very good. The governing board and senior leaders have a clear vision for school improvement and leadership and management is now good overall They ensure parents are involved at all levels in the school and in addition the parents' council are represented on the governing board. Governors are committed to improving the school environment. Effective leadership and the strong support of all staff demonstrate a very good capacity to move the school further forward.

KEY AREAS OF STRENGTH:
- Teachers support for the emotional wellbeing and educational progress of all students.
- Students improved achievement in almost all subjects.
- Productive partnerships with parents that contributes to the quality the school provides and enhances the learning experience of students.
- Governors and senior leaders' commitment to upgrading the school environment so that it meets the needs of all students.

KEY AREAS FOR IMPROVEMENT:
- The closer alignment of internal and external assessments.
- Further opportunities for students to engage in enterprise and innovation.

MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

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

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Islamic Education	• Students' achievement in Islamic Education is good overall. In lessons and in their work, the majority of students make good progress in all phases. This is not aligned with the school's internal data, which shows that all students make very good progress across the school. • Internal assessment data show that attainment in Phases 2, 3 and 4 is very good. This is not aligned with observations in lessons and students' recent work, where the majority of students attain above the curriculum standards. • The majority of students make good progress. In Phase 2, students understand the concepts of knowledge and science, and their importance in Islamic society. In Phase 3, students can recite and interpret Al Masad Surah correctly, and have a good understanding of Islamic values. Students know the benefits of reciting the Holy Qur'an and can recognise the concept of Al Sadaqa and mercy and its importance in daily lives. In Phase 2, students have a good understanding of the Noble Hadeeth and its relevance to their daily lives. In Phase 3, students' recitation using Tajweed rules is less well developed. In recent work, not all students understand the reason why some food and drinks are forbidden in Islam. • The majority of groups of students make better than expected progress including the lower achievers.

Areas of Strength	**Areas for Improvement**
• Students understanding of Islamic values in Phase 3. • Students' understanding of the Noble Hadeeth in Phase 2.	• Students' recitation skills using Tajweed rules in Phase 3. • Students' understanding of halal and haram food in Phase 3.

Arabic	
	- Students' achievement in Arabic as a first language (AFL) is good across all phases. Arabic as a Second language (ASL) is good across all phases. In lessons and in their work, students make good progress in both AFL and ASL. - Internal assessment data shows attainment in AFL and ASL as outstanding across the school. This does not match with what is seen in lessons and students' work, which shows students' attainment in AFL and ASL as good across the phases. - In AFL, children in Phase 1 make good progress distinguishing the letter positions in words and can recognise short and long letter sounds. In Phase 2, student's comprehension is good when listening and in discussion with others. In Phases 3 and 4, students make good progress in reading fluently and accurately. Extended writing skills are less well developed. Speaking skills and conversational language skills are well developed overall. In ASL, all students in all phases do not consistently speak in standard Arabic. In Phase 2, students' progress in recognising and understanding words is good. Students are able to speak about familiar topics. In Phases 3 and 4, progress in simple conversations is good. Reading comprehension is secure. - All groups of students make good progress. More able students could make even better progress with more challenging work.

Areas of Strength	Areas for Improvement
- Students' reading comprehension skills in Phases 2, 3 and 4. - Students' speaking and listening skills in all phases.	- Students' extended writing skills in Phases 3 and 4. - ASL students use of standard Arabic.

Social Studies	- Students' achievement in social studies is good overall. In lessons and in their work, the majority of students make good progress in all phases. This matches with the school's internal data. - Internal assessment data for both phases show attainment as very good. In lessons observed and in students recent work, it was judged to be good. - The majority of students make good progress. In Phase 2, students have good knowledge of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) biography and can discuss his achievements. They know the key events in his life and can locate his birthplace on the map independently. In Phase 3, students successfully draw a timeline illustrating the key events in the development of the UAE and the life of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP). In both phases, students have a strong understanding of UAE culture, the leaders, and national days. Most students have a good understanding of the importance of a UAE passport for international travel and access to more countries. Students in Phase 3 are in the early stages of developing an understanding of the importance of unity across the 7 Emirates and of wider regional issues. - The majority of groups of students make better than expected progress in both phases.

	Areas of Strength	**Areas for Improvement**
	- Students' knowledge of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) biography and achievements in Phase 2. - Students' knowledge of UAE cultures and values in Phase 2 and 3.	- Students' knowledge of regional issues in Phase 3. - Students' understanding of the importance of unity in the UAE in Phase 3.

English	- Students' achievement in English is good overall. In lessons and in their work, most students make the expected progress over time. Students' progress across all phases is good. This does not match the school's internal assessment data, which shows students' progress in Phases 1 and 2 as outstanding and very good in Phase 3. No students have elected to study English in Phase 4. - Students' attainment in English is good overall. Internal assessment data indicate that attainment is outstanding in Phases 1 and 2 and very good in Phase 3. The GL Progress Tests in English (PTE) results are variable across the phases with Phase 2 very good and Phase 3 acceptable. The CAT4 data indicates that attainment in Phase 2 is good and acceptable in Phase 3. External IGCSE results for a very small cohort of Year 11 students show very good attainment. In lessons and in students' books most students' attainment is above curriculum expectations. - Most students make above expected progress. In Phase 1, children speak full sentences fluently and can use the same vocabulary correctly across different subjects, including science and mathematics. In Phase 2 students develop good comprehension of texts by listening and reading and are beginning to write reviews of their favourite books. Creative writing skills are less well developed. In Phase 3, students can confidently articulate their ideas and present their views in debates. They can perform different scenes associated with well-known characters in classical literature. Students easily relate their learning to their own life contexts. Making connections with the wider world is a developing feature. In some lessons students use technology for personal and group research and create a presentation of their conclusions to share with the class. - All groups of students' progress are above the expected levels.

Areas of Strength	Areas for Improvement
- Students' ability to understand both written and audio texts in Phase 2. - Students' ability to link English with other subjects in Phase 1.	- The development of creative writing in Phase 2. - Students' application of learning to wider world contexts in all phases.

Mathematics	• Students' achievement in mathematics is acceptable overall. It is good in Phase 4. The school's internal data judges progress to be outstanding in Phase 1 and 2, good in Phase 3 and acceptable in Phase 4. In lessons and in their work, most students in Phases 1, 2 and 3 make the expected progress. In Phase 4, the majority of students make good progress.
	• The school's internal assessment data shows attainment as outstanding in Phase 1 and 2, and acceptable in Phases 3 and 4. The external data shows attainment to be very good in Phase 2 and acceptable in Phase 3. The IGCSE results in mathematics show attainment to be very good in Phase 3 for the small number of students who took the examination. The AS and A Level assessment data in mathematics show attainment to be weak in Phase 4. This is not reflected in lessons or in students' work where attainment is acceptable across all phases but good in Phase 4.
	• The majority of students make good progress in Phase 4. In other phases, most students' attainment is in line with the curriculum standards. In Phase 1, children understand the concept of addition. They can combine 2 groups of objects or numbers and find the total. They continue to develop their arithmetical skills in relation to real life applications. Phase 2, most, but not all, students can add different denominations of currency using notes and coins. In Phase 3, most students calculate ratios and proportions. A minority are unable to calculate a ratio using formulae when there is unknown amount. In Phase 4 students investigate cosine graphs using digital devices and alter the amplitude to change the shape of the graph.
	• Most groups of students, make the expected progress. High attaining students are not appropriately challenged to make better than expected progress.

Areas of Strength	**Areas for Improvement**
• Students' understanding of the concept of addition in Phase 1. • Students' manipulation of cosine graphs in Phase 4.	• Students' ability to add different currency denominations in Phase 2. • Students' ability to use formulae to calculate the unknown amount in a ratio problem in Phase 3.

Science	
	- Students' achievement in science is good overall. Science is good across all phases. This matches what is seen in lessons and in students' work. - Internal assessment data indicates that attainment is good across all phases. This is aligned with school data in Phases 1,3, and 4 and not Phase 2 that judged attainment to be outstanding. - In Phase 1, children gain an understanding of the world around them. They follow instructions and are able to sort objects into magnetic and non-magnetic materials. In Phase 2, students can explain how food chains are important to ecosystems. Students also understand how animals can adapt to their surroundings and the characteristics that enable animals to live in hostile environments. In Phase 3, students learn how to discuss scientific theories such as plate tectonics and the formation of the moon. Practical activities form an important part of many lessons in all phases of the school. Practical skills and scientific thinking develop as students move through the school. By Phase 4, students can carry out complex experiments such as the identification of food groups and the interference patterns caused by waves. Students use information and communication technology (ICT) confidently to support their learning. - All groups of students make at least the expected progress. There is no significant difference between the progress of boys and girls in any phase. Emirati students make similar progress to other students in Phases 1 and 2 but do less well in Phase 3.

Areas of Strength	Areas for Improvement
- Students' understanding of life cycles and ecosystems, in Phase 2. - Phase 4, students' practical skills and scientific thinking.	- Develop scientific thinking and enquiry in all phases and particularly in the lower phases. - Emirati students' understanding of scientific concepts in Phase 3.

Other subjects	• Students' achievement in other subjects is good overall. The school's internal data indicates that students make good progress in physical education (PE), art, ICT and French. This aligns with lessons and in their work where a majority of students make better than expected progress in these subjects in all phases. • Internal assessment data show attainment is good. This is evident in lessons and in students' works where, the majority of students attain above curriculum standards. • In music in Phase 1, children understand basic rhythm and play percussion instruments following simple music notation for long and short notes. In art, Phase 3 students are able to use a range of techniques to produce water colour paintings in different styles, such as impressionist. In PE, Phase 2 students develop individual techniques which they then use in team games such as football and basketball. They improve their visual special awareness, gross motor skills and hand-eye coordination. In Phase 3, students have attained a good understanding of volleyball techniques and control and pass the ball well. In French, Phase 2 students can use common verbs correctly in short presentations. They are able to write limited short sentences using correct grammar, but extended writing skills are less strong. In Phase 3, students can talk about their daily routine using different tenses. In ICT, Phase 3 students are learning to create documents for presentations and how to insert text, picture and video clips with music. Not all students' technical skills are at the level required to complete these tasks. • All groups of students make similar progress from their starting points.

Areas of Strength	Areas for Improvement
• Children' knowledge of simple rhythms and notation in music in Phase 1. • Students' individual physical skill levels in team games in Phases 2 and 3.	• Students' extended writing skills in French in Phase 2. • Students' ICT skills to insert multimedia objects into documents in Phase 3.

Learning Skills	- Students' learning skills are good across the school. In all phases, students can work independently and collaboratively. Students enjoy learning They show a high level of respect for each other and their teachers and are keen to participate and contribute to class discussions. - As students' progress through the school, they take increasing responsibility for their learning and make links across subjects and to real life. Cross curricular learning is well established in Phases 3 and 4. In Phase 3 chemistry, students investigating reactions between metals and oxygen linked this process to rust in building construction and cars. - Most students in Phases 2, 3 and 4 can research topics independently and collaboratively. They develop confidence and can communicate what they have learned to others. When students present their work for discussion to the class, they can explain the process they followed to arrive at an answer. Not all students understand their areas of strength in subjects, and what they need to do to improve further. - In Phases 3 and 4, opportunities for students to develop critical thinking skills are increasing in most subjects. In science, students form a hypothesis, predict an outcome and then plan and conduct an experiment which they analyse. Students also apply these principles of scientific method in science, technology, engineering and mathematics (STEM) projects which are being introduced to the school. Opportunities for students to improve their innovative and creative skills are not fully embedded in subjects across the school

Areas of Strength	Areas for Improvement
- Students' positive attitudes and willingness to learn in all phases. - Students' confidence in presenting work to others in all phases.	- Students' knowledge of their strengths and understanding of the steps needed to improve across the school. - Opportunities for students to develop and apply innovative and creative skills in all phases.

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

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

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

- Students' personal and social development is very good overall. Students' social responsibility and innovation skills are good. Their behaviour and attitudes are positive, and they are courteous to adults and other students.
- Students have responsible and positive attitudes. Students are self-disciplined and confident. The respect they have for each other, and members of staff creates a caring atmosphere throughout the school. Incidents of bullying are rare. Older students in Phases 3 and 4 are mature. They provide positive role models and set a good example to younger students.
- Students have very positive attitudes toward healthy eating and maintaining active lifestyles. The student council actively encourages healthy eating in the school canteen. A large number of students, staff and parents take part in the school organised annual Kalba Marathon.
- Student attendance at 96% is very good. Students are punctual in arriving to school and to lessons.

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

- Students demonstrate a secure understanding of Islamic values. They show appreciation of these values and understand the importance of them in the UAE. Students participate in events such as the Holy Qur'an recitation and the school's moral education values programme. They can describe the relationship of these programmes to their daily lives.
- Students are aware of the UAE history and are respectful of Emirati culture and traditions. Across all phases students enthusiastically participate in Emirati celebrations and assemblies including Flag Day and National Day.
- Students have a strong sense of cultural identity and show an appreciation towards other world cultures. They exhibit an interest in cultural diversity and willingly participate in events such as International Literacy Day, Gulf Children's Day, and World Science Day.

Social responsibility and innovation skills	Good	Good	Good	Good

- Some students are active within the school community and take on key roles within the student council and different students' clubs and committees. Older students are involved with local projects within the Kalba area including community visits to Kalba library and the local hospital. Opportunities to contribute to community organisations are not yet embedded across all phases.
- Students demonstrate positive attitudes toward lessons and enjoy participating in projects such as the future car workshop and World Space Week. Opportunities to develop innovation skills are being introduced and students from Years 2 to 6 participated in an innovation and robotics competition at the American School Sharjah.
- Students show genuine care and respect for the school environment. They participate in projects to protect the local environment through the school's bottle top collection and Eco Club. In Phase 2, students demonstrated their understanding of the UN sustainability goals though an informative and enjoyable assembly on the importance of the environmental sustainability.

Areas of Strength:

- Students' positive attitudes to learning, their behaviour, relationships, and self-discipline.
- Students' appreciation and understanding of Islamic values and Emirati culture and heritage.
- Students' attendance and punctuality.

Areas for Improvement:

- Students' involvement in voluntary activities within the community across all phases.
- Students' participation in innovation and enterprise activities in all phases of the school.

PERFORMANCE STANDARD 3:
TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

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

- The overall quality of teaching in the school is good. Teachers consistently show secure subject knowledge. They are aware of how students learn and actively engage them in lessons. Overall, lessons are planned to include the effective use of resources, independent and collaborative learning and differentiated activities. Across all phases, effective planning contributes to students' good progress.
- Teachers develop respectful relationships with students and create positive learning environments. All classrooms and corridors have displays of students' work which celebrate their achievements. Teachers make effective use of time in lessons the classrooms are arranged to facilitate movement by teachers and students.
- Classroom interactions are active and provide adequate scope for group work. In the better lessons questioning and dialogue makes students think and inquire. This is not consistent feature of lessons, particularly Phase 2.
- Overall teachers plan to use differentiated learning strategies and graded activities for students' ability levels, including for the SEN students. Provision for gifted and talented (G&T) students is an emerging feature.

Assessment	Good	Good	Good	Good

- Internal assessment processes are clear and provide valid data that is used to evaluate students' progress against the curriculum standards. The school uses a wide range of data from internal and external assessments to measure students' progress. In most subjects, results from internal assessments are higher than external assessments and students' work. The small number of students in the upper years of Phase 3 and in Phase 4 make the detailed analysis of progress in these phases less reliable.
- Assessment data is collated using an online platform and is analysed by senior and middle leaders. Comparative progress is measured for different groups and Emirati students. Assessment information is used to identify strengths and weaknesses in students' attainment and to identify trends.
- Assessment information is used to inform the planning of lessons and improve students' progress. Teachers use data to identify individual learning needs, including those of the more able, SEN and students who require specific support during lessons. Assessment data is increasingly used to identify and support the G&T students. Teachers increasingly provide constructive feedback in verbal and written comments on how students can improve.

Areas of Strength:
• Activity based and collaborative learning across all subjects and phases. • The use of assessment data for lesson planning to promote effective learning.
Areas for Improvement:
• The use of questioning to develop critical thinking and problem-solving skills. • The alignment of internal assessments with the outcomes of external assessments.

PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

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

- The overall quality of curriculum is good. Curriculum design and implementation is good across all phases. The curriculum is broad and balanced and complies with the statutory requirements of the NCfE.
- In Phase 1, the curriculum is integrated to provide children with an all-round understanding of the core subjects, with a range of activities that support these subjects. The curriculum in Phases 2, 3 and 4 provides a gradually increasing range of choices. The curriculum in Phase 4 provides a smooth transition into the next stage of students' lives.
- Cross-curricular links are meaningful, well planned and embedded in lesson plans. These are more effective in Phases 3 and 4 where connections with other subjects are established in a seamless manner. Connecting learning to other subjects is a developing feature in Phase 2.
- The process of curriculum review is guided by a robust analysis of data. This is carried out every term with targets for overall improvements in subjects set for the following term. Students' individual needs are identified, and strategies are being introduced to further incorporate them in the curriculum.

Curriculum adaptation	Good	Good	Good	Good

- Curriculum adaptation is good across all phases. It is modified to meet the needs of students with SEN and the G&T. Assessment information is used to create individual learning plans (IEPs) for special educational needs and disabilities (SEND) students. These plans give guidance to teachers on strategies and resources to be used to support learning. The planning for G&T students is a developing feature.
- The school provides a wide range of extra-curricular clubs and activities. These cater for the wider range of students' needs and interests and helps to nurture their talents, particularly in learning languages.
- Opportunities to develop students understanding of UAE culture and appreciation of the national values are integrated into the curriculum. Assemblies at the start of each day provide a focus for the unity of the UAE through the respectful flag raising by a student and the singing of the national anthem. During lessons reference is frequently made to the history and life within the UAE. Students engage in a range of community activities and a well-resourced heritage area allows them to experience the traditional life of Emiratis.

Areas of Strength:

• The integrated curriculum in Phase 1.
• The range of extra-curricular activities.

Areas for Improvement:

• The embedding of cross curricular links across all phases.
• Planning for G&T students.

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

The protection, care, guidance and support of students are very good overall.				
Indicators:	**Phase 1**	**Phase 2**	**Phase 3**	**Phase 4**
Health and safety, including arrangements for child protection /safeguarding	**Very Good**	**Very Good**	**Very Good**	**Very Good**

- The protection, care, guidance, and support of students is very good overall. The school has effective procedures for the safeguarding of students. School counsellors and class teachers monitor students' wellbeing throughout the day. All staff are trained in child protection policies and procedures and deal sensitively with students needs and concerns. The school provides a safe and hygienic environment. Supervision of students is very effective at all times including on school transport. The premises are of a very high standard, clean and well maintained.
- The school maintains accurate and secure records. These include detailed health and safety records, and incidents and the response. The premises and facilities provide a safe and secure physical environment that is very well suited to students' learning needs and is fully compliant with all regulations.
- The school promotes healthy living through workshops and assemblies. The school offers age-appropriate physical education programmes and after school activities. The school canteen is clean and hygienic, and food meets the regulatory requirements. Very good measures are taken to provide protection from the sun including shading and ready access to drinking water.

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

- Relationships between staff and students are effective and positive. Behaviour management is consistently very good with numerous student counsellors and a team of social workers complement the school policies. Students manage their own behaviour effectively.
- Robust systems for managing attendance and punctuality, including follow up of unauthorised absences and lateness are efficient and effective. This results in the school maintaining very good punctuality and 96% attendance.
- The school entrance procedures are inclusive and new procedures for identifying students with SEND have recently been introduced. This process is managed by specialist staff who oversee a referral system after enrolment.
- Support for students with SEND and support for the G&T is developing but not fully embedded. These majority of students do make personal and academic progress.

- A robust pastoral system monitors students' well-being and personal development throughout the year. Older students benefit from effective advice and guidance about career choices and higher education pathways through career fairs and school counselling.

Areas of Strength:

- The systems for promoting regular attendance and punctuality.
- The positive relationships of members of staff with students.
- The suitability of premises for all group of students.

Areas for Improvement:

- Fully embed support for students with SEND and the G&T across all subjects and phases.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.	

Indicators:	
The effectiveness of leadership	**Good**

- The principal and senior leaders have a clear vision for the school that is understood and supported by the school community. The UAE National and Emirate priorities are evident in the many attractive displays throughout the school and integrated into teaching and learning. Leaders at all levels have a good knowledge of the curriculum and teaching and learning is regularly evaluated to ensure best practice is implemented. Senior leaders have well established roles, and their high expectations are communicated clearly to staff.
- Students with SEND are now being well supported from an initial assessment to the formation of IEPs. Continuous professional development activities for teachers have ensured that assessment for learning strategies is embedded into lessons, and the analysis of individual student achievement is used to inform lesson planning. Teaching resources across the school campus continue to be developed and digital technologies further embedded into all core subjects. The principal and the leadership team demonstrate a good capacity to improve the school further.

Self-evaluation and improvement planning	**Good**

- Senior leaders have established a robust process of self-evaluation that identifies areas requiring improvement across the school. This is a consultative process, and considers the views of all staff, parents, and students The priority areas for improvement are highly relevant and reflect the insight that senior leaders have to the daily life of the school. This has contributed to significant improvement in digital learning throughout the school, and to the physical environment which is resource rich and welcoming. All teaching staff have regular monitoring and appraisal of their practice. Senior leaders use this to identify the professional development needs of teachers. These form a part of the annual school improvement plan which has clear targets, and realistic timescales for completion. The governors and senior leaders have made significant progress addressing the recommendation from the previous report. They continue to use their in-depth knowledge of the school to effectively plan the next priority areas for improvement.

Partnerships with parents and the community	**Very Good**

- Parents are active participants and contributors to the life and work of the school. The well-established parent council elects two members to represent the views of parents on the governing board. Communication between parents and the school is strong. In addition to formal meetings in school there are termly reports available through the online parent portal. Social media chat groups are used to provide parents with daily information on their

- children's progress and their wellbeing at school. Parents have a high level of engagement in school celebrations and frequently assist in the preparation and planning of special events.
- The school has established links within the local community and students regularly contact Kalba Central Library, the Mango Research Centre, and Sharjah University at Kalba. Links with other schools in the area to discuss and share ideas on best teaching and learning practices have benefited all the partner schools involved. International partnerships are not yet established.

Governance	Good

- The governing board is well structured. The chair of the board is assisted by staff governors, community governors and parent governors. All members have specific skills and experience for overseeing the operation of the school. The opinions of parents and staff are valued by the governors and the elected representatives ensure that their views contribute to school planning and decision making. The board members meet formally each term. Reviews of the work of the school are ongoing. Governors robustly hold the principal and senior leaders to account through the process of school evaluation and improvement planning. The governors' commitment to school improvement is reflected in the continuous scrutiny of student performance data. Their in-depth knowledge of the day-to-day operation of the school has resulted in significant investment in ICT throughout the school and building improvements across the campus.

Management, staffing, facilities and resources	Very Good

- Management, staffing, facilities and resources are very good. The daily operation of the school is well organised, and the students arrive and leave in a safe and well supervised manner. Information boards and electronic displays throughout the campus keep the school community informed of events. The school has appropriately qualified teachers who work effectively with classroom assistants to support all groups of learners. Teachers continuously develop their professional knowledge and teaching skills through in-house and external development programmes. All staff are deployed effectively across the school. The school premises are maintained to a very high standard and provide a welcoming environment and displays of students work celebrate their achievements in all subjects. Specialist rooms including science laboratories, music, art and ICT are well equipped. In all classrooms, the opportunities for digital learning with interactive boards and personal devices complement the use of textbooks and the many other practical resources available. Outdoor PE facilities are spacious and have shade, internal provision is more limited.

Areas of Strength:

- The commitment of senior leaders and governors to continuous improvement.
- The daily organisation of the school that ensures a safe, secure and welcoming environment.
- The high quality of digital learning resources that support teaching in all classrooms.

Areas for Improvement:

- Indoor facilities for physical education.
- The international partnerships to improve further students' outcomes.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- In the School There are 19 Arabic language qualified teachers. The teacher-student ratio is 1:74.
- There are 3 libraries to suit all ages: Phase 1 to 4; with approximately 1,500 books in the Arabic language covering a diverse range of topics, with about 520 fiction and 160 non-fiction books.
- A digital library, the Kutubi platform, has approximately 7,000 books accessible for every student.
- Competitions like the Arabic Reading Challenge, the Arabic Reading Competition and the Arabic Literacy Talent Competition, enhance student's linguistic skills and helps to develop their talents.

The school's use of external benchmarking data

- Students undergo various external assessments based on SPEA requirements such as PISA, TIMSS, PIRLS, CAT4, GL-PTE, PTS, PTM, TALA, Mubakkir, Cambridge IGCSE, Cambridge AS/A Levels (Physics, Chemistry, Biology), and Pearson Edexcel-IAL (Math).
- The percentage of students who have taken the tests and examinations are: CAT4, GL-PTS, PTE, PTM are administered to 100% of Year 4 to 9, representing (60%) of the total population; TALA is taken by all Year 4 to 12 students, representing (49%), while Mubakkir for FS2 to Year 3 students accounts for 100% participation among 36% of the total population.
- Students are thoroughly prepared for tests including PISA & TIMSS, as the school utilises an online platform and delivers extra targeted classes. Students are prepared with PIRLS type of questions. For CAT4: teachers integrate relevant skills in daily lessons. For Progress tests (PTE, PTS, PTM), teachers embed challenging and higher order thinking questions. For EMSAT, the students practice past papers. For IGCSE, students practice past examination papers, supported by targeted intervention programmes and IEPs in specific areas.
- The school uses a multifaceted approach to assessment reporting, utilizing both formal and informal channels. These cover frequent parent-teacher conferences, online boards for IGCSE and EMSAT, Google Classroom, memos, calls, a WhatsApp group, and an accessible drop in and open-door policy. Additionally, face-to-face meetings address serious concerns, fostering a collaborative reporting system involving teachers, the student council, and leadership teams.
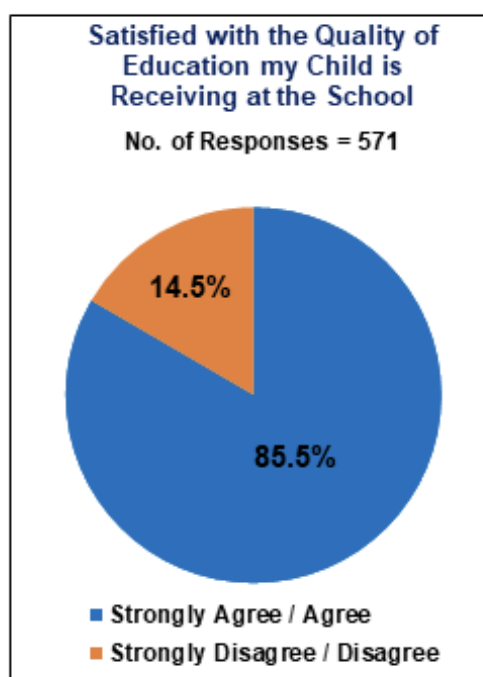
Provision for KG

- There are 15 teachers in Phase 1 and a ratio of teachers to children of 1:9. There are 12 teachers' assistants, a head of early years, a social worker, a psychologist, a section supervisor and a full-time doctor and a nurse.
- The Phase 1 environment has undergone recent renovation, resulting in a redesigned layout. There are dedicated classrooms for Arabic language subjects and separate rooms for English, science and mathematics. These provide an enriched environment for children's learning experiences.

- The classrooms are organized into distinct learning areas, including discovery, literacy, numeracy and digital stations. In addition, there are dedicated rooms for drama, art and music each contributing to a comprehensive learning environment for children in Phase 1.
- An induction week is organised before the start of the academic year for parents. This week encompasses a curriculum overview, guided tours, meetings with teachers and introductions to school policies and the code of conduct. Teachers and phase leaders collaborate closely to craft an inclusive curriculum map, considering both vertical and horizontal planning. This facilitates a seamless transition to Phase 2 and support for the continuing acquisition of knowledge and skills.
- The youngest children follow the same curriculum but more simplified. They can read, recognise numbers and letters in both the English and Arabic languages.

VIEWS OF PARENTS

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

No. of Responses = 571

- 85.5% ■ Strongly Agree / Agree
- 14.5% ■ Strongly Disagree / Disagree

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- Further raise student achievement by:
  - ensuring lesson plans provide sufficient challenge for all groups.
  - ensuring consistent use of differentiation in teaching and providing consistent opportunities to promote critical thinking.

- Ensure that internal and external assessments are more closely aligned by:
  - reviewing the process for internal assessment in all subjects.
  - improving moderation of student assessment across all subjects and phase.

- Further increase opportunities for students to engage in enterprise and innovation by:
  - creating more opportunities for STEM activities across all phases.
  - increasing opportunities for students to link their learning to real life.
  - embedding cross curricular links in all phases.
  - providing consistent opportunities for students to problem solve, adapt, communicate and collaborate in the learning.

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

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

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

If you have a concern or wish to comment on any aspect of this report, please contact SPEA on quality.assurance@spea.shj.ae within three weeks of receiving this report.