



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Nibras Al Iman Pvt School LLC

5-8 February 2024

**Overall
Effectiveness:
ACCEPTABLE**





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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	133	
	School location	Al Azra, Sharjah	
	Establishment date	09 September 2012	
	Language of instruction	English	
	School curriculum	American, California Common Core State Standards (CCCS)	
	Accreditation body	Cognia	
	Examination Board	NA	
	National Agenda Benchmark Tests/ International assessment	PIRLS; MAP (NEWA)	
	Fee range	9,000 to 20,000 AED	
		Principal	Sara Tarek
		Chair of Board of Governors	Ashgan Ali
Total number of teachers		24	
Total number of teaching assistants		6	
Turnover rate		20%	
	Main nationality of teachers	Egyptian; Pakistani	
	Teacher: student ratio	1:12	
	Total number of students	297	
	Total number of students per cycle	KG: 75; Primary: 160; Middle: 44; High: 18	
	Number of Emirati students	1	
	Number of Emirati students per cycle	KG: 0; Primary: 1; Middle: 0; High: 0	
	KG: number and gender	Boys: 26 Girls: 49	
	Primary: number and gender	Boys: 63 Girls: 97	
	Middle: number and gender	Boys: 0 Girls: 44	
	High: number and gender	Boys: 0 Girls: 18	
	Nationality groups	1. Egyptian 2. Syrian	
Total number of students with special educational needs	6		



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 4 reviewers' 113 lesson observations, 20 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the same finding as the previous review visit. Despite further changes in senior leadership, the school has, since September 2023, made some progress in dealing with the weaknesses identified at the previous review. While overall achievement remains acceptable, there have been some improvements in achievement, particularly for the older students. Provision and outcomes in KG remain acceptable. Progress across the school is acceptable, and it accelerates in Middle and High. Students' learning skills are acceptable overall. Teaching and learning remain acceptable, although the impact of specialists teaching in Middle and High is greater than in Elementary. Assessment is not always used effectively to ensure that work is pitched at the correct level, and expectations, particularly in students' written work, are not yet high enough. While the leadership team has a vision for moving the school forward, the school's self-evaluation remains over-ambitious. Consequently, the school does not yet have a clear perception of the improvements necessary. There has been good progress in introducing information technology (IT) to enhance learning. Not all initiatives are yet fully embedded and school leaders recognise that they are still on a journey. Students' personal and social development is good. The curriculum is acceptable. Arrangements for the protection, care and guidance of students are good, although current provision to support students with special educational needs (SEN) lacks consistency across the school. The learning environment is acceptable overall. Governance is acceptable. The school's partnership with parents is increasingly good.

KEY AREAS OF STRENGTH:

- Students' knowledge and understanding of Islamic values and how this is reflected in daily life.
- Students' commitment to UAE culture and traditions.
- Students' steadily improving achievement in Middle and High.
- Parents' positive support for the school.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement across the school, but particularly in Elementary.
- The consistency and quality of teaching across the school.
- The management and consistency of support for students with SEN.
- The opportunities provided to support the learning of students who are identified as gifted or talented (G&T).
- The rigour and accuracy of the school's self-evaluation process.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.

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

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Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good across the school. In lessons and over time, the majority of students make better than expected progress. There are no externally benchmarked assessments in Islamic education.• Internal assessment indicates outstanding attainment across the school. Lesson observations and students' work indicate that most students attain in line with the curriculum standards, other than in KG where the majority of children attain above curriculum standards.• Progress in Islamic education has improved since the last review and is now good. Students across the school make good progress in building Islamic knowledge and understanding. For example, in KG, children recite and memorise short chapters from the Holy Qur'an and can list the 5 daily prayers in order. In Middle and High, most students have improved their ability to develop ideas and comprehend Islamic concepts, connecting their learning to prior knowledge and real-life situations. A few have difficulty in engaging and comprehending the advanced concepts involved. Not all students have sufficient knowledge of the Prophet Muhammad (PBUH) early life.• In Elementary, girls perform better than boys in discussions about different issues. For example, in Grade 2, girls explain clearly the different types of daily prayers and their times during the day. Otherwise, most groups of students make similar rates of progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Childrens' Holy Quran recitation skills in KG.• Students' linking of their understanding of Islamic values and practices to their own life experiences in Middle and High.	<ul style="list-style-type: none">• Students' awareness of events during the early stages of the Prophet Muhammad (PBUH) life in Middle and High.• Students' engagement in discussions around more advanced faith concepts in Middle and High.• Elementary boys' ability to engage in discussions about different issues.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic, both for native and non-native speakers, is acceptable in all phases. They make acceptable progress across the four phases. This is reflected in their performance in lessons and their work.• There are no externally benchmarked assessments in Arabic as a First Language (AFL) or Arabic as a Second Language (ASL) at present. The school's internal assessment data in Arabic indicates that most students' attainment exceeds curriculum expectations in AFL, while the majority exceed curriculum expectations in ASL. This is not reflected in lessons or in students' work, where most students attain in line with curriculum standards. Students' attainment in writing is generally below expectations.• Progress in AFL, although still acceptable, has improved, particularly in reading. For instance, in Grade 9, most students demonstrate improvement in understanding the Arabic grammar rule of Hamza when it appears at the end of a word, applying this understanding in various contexts. In Grade 7, most students can read an extended Arabic text about the Ottoman empire the Uthman period and effectively respond to teachers' questions. Progress in writing skills is slow due to limited opportunities for engaging in free writing activities, with similar limited improvements in oral skills.• There are no significant differences between boys and girls in acquiring the Arabic language in Elementary, including ASL. In the upper phases, higher attaining students exhibit advanced skills in reading and elegantly presenting old Arabic poems. Students' practise of their oral skills on complex concepts using standard Arabic in ASL is underdeveloped across the school.• Higher attaining students effectively use technology in Middle and High to gain access to information and enhance their learning outcomes.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' improvements made in reading skills in AFL.• Non-native students' rapid improvement in their Arabic language skills.	<ul style="list-style-type: none">• Students' extended writing and the introduction of writing notebooks for all writing activities in AFL, across the school.• Students' practise of their oral skills on complex concepts using standard Arabic in ASL, across the school.



Social Studies	<ul style="list-style-type: none">Students' achievement in social studies is good overall. In lessons and in their work, students make good progress in all phases. This does not align with the school's internal data which shows very good progress overall.Overall, attainment is acceptable. Internal assessment data at the end of 2022-23 indicates very good attainment in Elementary, Middle and High. These results are not reflected in the lessons seen or in students' work where most students attain in line with curriculum standards. No external tests are taken in the subject.Social studies are taught separately in Arabic for Arab students and in English for non-Arab students. The curriculum for each is broadly the same. In lessons and in students' work, most students make good progress, particularly when lessons move beyond the textbook. Across the phases, most students demonstrate secure observation and analytical skills, although sometimes at a superficial level. Students understand the inter-relationships between human society and the physical environment. In Grade 2, for example, they know about the agriculture of the UAE. In Grade 5, they understand the importance of recycling and the environmental issues that arise. In Grade 6, for example, they understand rights and responsibility in a modern society. Students make good progress in engaging with the history, heritage and values of the UAE. Grade 9 students demonstrate knowledge of traditional customs of greeting strangers and hospitality. There is good practice in using technology to facilitate research. There are limited opportunities for students to extend written responses.Most groups of students make good progress, including boys and girls. Overall, standards are slightly higher for non-Arab students.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">The modification of textbook material to enhance the quality of lessons in all phases.Students' use of technology to support their learning in Grade 9.	<ul style="list-style-type: none">Students' confidence in taking the initiative in lessons and voicing their opinions in debates, across the subject.The development of opportunities for students to respond in extended writing in English or Arabic as appropriate, in all phases.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. Achievement is good in Middle and High. Evidence from lessons and students' work does not align with the school's internal data which indicates that achievement is better in Elementary than in Middle and High• Students' attainment is acceptable in KG and Elementary. It is good in Middle and High. In lessons and work scrutiny, most students in KG and Elementary attain levels in line with curriculum standards, whereas most students in Middle and High achieve good levels of attainment. PIRLS data from 2019 indicates that attainment in English is low and this is reflected in recent MAP data.• Most students in KG and Elementary make the expected progress, while most students in Middle and High make better than expected. Children in KG can recognise, pronounce and write letter sounds and identify and name verbs, matching pictures to the appropriate verb. In Elementary, students make expected progress in creating meaningful sentences using verbs. When changing tense, these students encounter spelling errors. Students in Middle read confidently, identify key details and highlight main ideas from different genres of text. In High, students make rapid progress in developing their oral and written skills and their capacity to communicate their ideas effectively. Across all phases, handwriting and extended writing skills require further development. In general, there are too few opportunities for students to write at length.• Overall, all groups of students make expected levels of progress, with good progress in Middle and High. Boys in Elementary, mainly due to their undeveloped listening skills, do not always make the same rates of progress as the girls.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's phonics development in KG.• Students' confidence in speaking, especially in presentations in High.	<ul style="list-style-type: none">• Students' accurate use of tenses and verb endings in their writing in Elementary.• Students' handwriting skills across all phases.• Students' extended writing skills across all phases.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall. Achievement is acceptable in KG and Elementary, and it is good in Middle and High. In lessons and over time, most students make acceptable progress in KG and Elementary and good progress Middle and High. This does not fully match the school's internal data which shows that students make very good progress in these phases.• The school's internal assessment data shows that students' attainment is outstanding in all phases. This was not seen in lessons and in students' work, where attainment is acceptable in KG and Elementary and good in Middle and High. External MAP test data shows that attainment is weak in Elementary, Middle and High.• Most students across the school can apply their understanding of number and quantity in their work and lessons. Children in KG can count to 20 and are confident in matching numerals to quantities. Students in Elementary can apply mathematical learning to the world in which they live and make connections between areas of learning in mathematics. They make expected progress in using data to create picture graphs. There are too few opportunities for students to undertake practical mathematical activities. Students in Middle and High have good capacity to apply their mathematical thinking and reasoning in their work and daily lives. Students understand the links between different subjects, especially in Middle and High. In Middle students can confidently identify vertical and adjacent angles and find the missing value. In High, students make good progress in extending their understanding of algebra and trigonometry and apply their knowledge effectively when finding solutions to problems. Students' skills in mental mathematics are underdeveloped. The quality and quantity of recorded work is often low, especially in Elementary.• In Elementary, girls make better progress than boys in lessons, due to their good concentration, whereas elsewhere all groups make similar progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• KG children's counting and number skills• Students' ability to engage with complex geometric concepts in High.	<ul style="list-style-type: none">• Opportunities for students to undertake practical and hands-on activities in mathematics in Elementary.• Students' confidence in mental mathematics.• The quantity and quality of students' written work, especially in Elementary.



Science	<ul style="list-style-type: none">Students' achievement in science is acceptable overall, and it is good in High. In lessons and their written work, students in KG, Elementary and Middle make acceptable progress, and good progress in High. This does not align with the school's internal data which indicates that students make very good progress.Overall, attainment is acceptable and good in High. Internal assessment data at the end of 2022-23 indicates outstanding attainment in all phases. External MAP tests for Grades 4 to 9 show attainment to be weak in relation to international averages. In lessons and in students' work, most children in KG and students in Elementary and Middle attain in line with curriculum standards, while the majority of High students attain above curriculum standards.Students make the expected progress in KG, Elementary and Middle. In Elementary and Middle, students complete basic research with their teachers' direction. They use learning technologies in limited ways to support learning. In High, students use technology to research scientific concepts such as DNA and present their work. There is very limited evidence of recorded work in Elementary. Students in Middle and High use the laboratories regularly. There is limited opportunity for younger students to design, carry out and systematically record experiments, impacting negatively on their progress as emerging scientists. Some project work for older students is well-developed. High students make better than expected progress in practical and investigative skills and use their collaborative skills, for example, to explore the DNA of strawberries and bananas. Students in Middle develop practical scientific skills.Most groups of students make similar acceptable rates of progress, but higher-attaining students do not always achieve their full potential, particularly in KG, Elementary and Middle.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' use of technology in High.High students' collaborative work and research to produce research-based scientific projects.	<ul style="list-style-type: none">The quality and quantity of recorded work, especially in Elementary.Opportunities for students in Elementary and Middle to plan, carry out and record their own experimental procedures.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good overall. It is acceptable in KG and good in Elementary, Middle and High. There are art and PE lessons in KG, with IT added in Elementary and Middle. Provision for IT has improved significantly. Business is an additional subject in Grade 10. There is minimal internal data for these subjects. Available tracking indicates that most students make mostly good progress, and this is confirmed in lessons.• Attainment data is not available in art, IT or PE. There is no external data to indicate students' attainment levels in these subjects. Lesson observation and the scrutiny of available work indicates that attainment is acceptable overall.• Progress in KG is acceptable in PE. In Elementary and Middle, progress is good in art and PE because of the specialist teaching. Students in Middle engage enthusiastically in PE lessons, developing secure skills in throwing and catching. Opportunities for students to develop their sporting abilities to higher levels are limited. Middle Phase students show commitment and perseverance in producing acrylic paintings of sunsets, using subtle colour variations to reflect the fading light. Opportunities to use IT in KG are limited to children's individual devices. Overall, most students make good progress in developing their IT skills, particularly in Middle and High, and the use of learning technologies to support learning is often evident in lessons in these phases. In Middle students make good progress in building IT skills when learning to adjust time and date variables within a commercial program. In High students' critical-thinking skills are engaged when considering what factors influence a company's advertising strategy with good opportunities to contribute ideas supporting students' good progress in business lessons.• Overall, all groups of students make acceptable progress in KG and mostly good progress in Elementary, Middle and High.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' enthusiastic engagement in PE lessons in Middle.• Students in Middle and High IT skills and use of technologies to support their learning in lessons.	<ul style="list-style-type: none">• The provision of more opportunities for students to develop their sporting abilities to higher levels.• More opportunities for children to engage with IT in KG.



Learning Skills

- Students' learning skills are acceptable overall, although they are good in High. Students display positive attitudes towards learning. The school does not promote independent learning strongly. Students occasionally take responsibility for their learning. They are often passive watchers or undertake tasks which do not require much thought. In Elementary lessons, most students work well in the absence of close supervision although some, typically boys, lose concentration and get distracted too easily which slows their learning.
- Good examples of collaborative working were seen in English lessons and social studies. While working in groups, students often lack the skills to share information. Consequently, most students do not collaborate or cooperate to produce quality work. They do not always understand the importance of listening to each other to make meaningful contributions.
- Students make a few links between the areas of learning and relate these to their understanding of the world. Linking with UAE culture is a common feature of many lessons. In KG2, children learn about how the wind blows and how temperature is measured. Grade 3 students learn about the environment and recycling in social studies. Older students learn about the influence of media watchers on the world of advertising in business.
- Students demonstrate confidence in research and technology, especially in Middle and High, while others rely mostly on teachers instead of developing their own independent thinking and problem-solving skills. Recent research activities have produced detailed scientific projects. Students' use of IT has improved significantly. Overall, students' critical thinking and problem-solving skills are insufficient. Innovation in lessons is underdeveloped.

Areas of Strength

- Most students' positive attitudes towards their learning.
- Students' responsibility for their own learning in High.

Areas for Improvement

- Students' writing and listening skills to support all core subjects, especially English.
- Activities that promote collaboration and higher order thinking across all phases.
- Students' innovation, critical thinking and research-based learning skills in all subjects.



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

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

Indicators:	KG	Elementary	Middle	High
Personal development	Good	Acceptable	Good	Good
<ul style="list-style-type: none"> Students in Middle and High exhibit responsible and positive attitudes throughout the school. They are self-disciplined, supportive, and friendly both inside and outside classrooms. Some students in Elementary are occasionally disruptive and this causes delays in learning for all students. Students work well together and enhance their interpersonal skills. Relationships in all phases between students and between students and adults are positive. Students understand the importance of healthy lifestyles and most make healthy food choices about food in their lunch packs. All students currently bring lunch from home. Students participate in regular PE lessons, although there is limited sports provision beyond timetabled lessons. Overall, school attendance over time is very good at 96%, although attendance was lower during the review. Students who travel by bus sometimes arrive late to school. 				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"> Students demonstrate very good appreciation and application of Islamic values in their daily lives. They are very respectful of Islamic culture. They believe that the progress of the community must be compatible with the values of Islam. Students' understanding and appreciation of Emirati culture is strong. Students celebrate the UAE National Day and Flag Day. Students show awareness and respect of the Emirati cultures and traditions. Students take part in the daily flag ceremony to show respect and gratitude to the UAE. Students have a deep understanding of their own culture and traditions and show respect for them. Their understanding of the similarities and differences between other world cultures is less well-developed. 				
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

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- Students, especially in High, are aware of their roles in both the local and the wider communities. The students' council is active in sharing their views on many aspects of school life and students participate in a limited range of projects related to the community.
- Students exhibit a commendable work ethic, particularly evident among older students who actively develop research skills through curriculum projects and lesson-based activities. Opportunities for students to engage in practical projects are limited, impacting negatively on the development of their entrepreneurial skills. Students demonstrate a clear understanding of the work requirements necessary to attain their academic and career objectives.
- Students from all phases show an acceptable understanding of environmental sustainability. They learn about the life of sea creatures and how pollution can harm them. The lack of practical environmental opportunities restricts students' impact on preserving and improving the local area.

Areas of Strength:

- Students' very good understanding of Islamic values.
- The strong links established with UAE culture and heritage.
- Students' attendance over time.

Areas for Improvement:

- Students' attitudes and behaviour in Elementary.
- Students' awareness of the wider world and diverse cultures.
- Students' opportunities to develop their entrepreneurial skills and their engagement in projects related to sustainability.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	KG	Elementary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good

- Overall teaching is acceptable, although it is most effective in High, particularly in English medium subjects. Teachers' subject knowledge is generally sound across all phases, although best in the Middle and High. Their knowledge of how students learn varies across subjects and phases.
- Teachers carefully plan to integrate real life situations and make cross-curricular links to aid students' understanding. They mostly share the relevant lesson objectives. This cross-curricular feature is included in teachers' lesson planning; for example, in English, in Elementary, students create a list of verbs describing actions which occur in the classroom. In mathematics, concepts are aided by creating synonyms to describe numerical operations. Informational texts in High are used to research the UAE's Mars mission. Teachers make good use of time in lessons, although often there is an imbalance between teacher-talk and student activity.
- Teachers' expectations are higher in Middle and High than elsewhere. Relationships between teachers and students mostly support effective learning, although teachers' behaviour management in Elementary, and particularly in the English medium subjects, is occasionally challenged. Questioning, to engage students and to get them involved in the lesson is promoted well, particularly in High. Teachers' broader awareness of the needs of different groups of students is less well developed.
- In Middle and Elementary, activities for independent and paired work are not always sufficiently effective to ensure that students are engaged in meaningful tasks. In KG, children's capacity to engage with hands on activities in a larger group situation is insufficient. Teaching that develops students' critical thinking skills, although occasionally evident in High, is not sufficiently developed.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable
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- Internal assessment processes are in place linked to the curriculum, although there are inconsistencies in the data generated. Consequently, there is not always a clear picture of the progress made by individuals. Opportunities for external benchmarking are limited; all appropriate tests are taken. In English and mathematics, dedicated MAP lessons prepare students for the questioning used to help raise standards.

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- Assessment data informs planning to some extent although it is not used consistently, and teachers have only reasonable knowledge of the needs of individual students. They plan differentiated activities in most subjects. The planning lacks specific details for the assessment of these differentiated activities, especially for SEN and G&T students.
- Teachers' marking of students' written work lacks consistency in both quality and frequency. Written comments seldom give students' clear guidance about how they can improve their work.

Areas of Strength:

- The planned cross-curricular and real-life links in teachers' lesson planning.
- Teachers' interactions to engage students in High.
- The newly implemented MAP preparation lessons in mathematics and English to raise students' achievement.

Areas for Improvement:

- Support for the development of students' independent learning skills.
- Paired and activity focused lessons for children in KG.
- Teachers' use of assessment data in their planning of lessons so that lessons meet the needs of all students, especially students with SEN and those identified as G&T.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	KG	Elementary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum meets the statutory requirements of the MoE and California Common Core State Standards (CCCS) standards. The curriculum is based on the CCSS for English and mathematics, the Next Generation Science Standards (NGSS), plus some aspects of Alpha for science and the MoE standards for Arabic subjects. It is, overall broad and balanced, and has a clear rationale and is designed to ensure progress in all subjects. The curriculum is effectively planned to provide continuity and progression in most subjects, particularly in Middle and High. It does not always offer extended opportunities to support the learning of higher attaining students.
- There are, currently, insufficient curricular choices available to students. The school consults students to accommodate their career interests. The present cohort has requested the full range of sciences, with biology and physics in Grade 10 and biology and chemistry in Grade 11. Cross-curricular links are integrated in lessons, particularly in High, for students to make links between different subjects and areas of learning.
- The school recognises that there are significant challenges in accessing an American curriculum which makes high demands upon students' understanding of English. It consequently conducts regular reviews of the curriculum. A review of the current KG curriculum is in progress to ensure these children's needs are fully met.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
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- Modification of the curriculum to meet the needs of students varies significantly across the school, particularly for students with SEN and those with G&T. In the English medium subjects almost, all students are second language speakers and the terminology, vocabulary and some examples in the teaching materials are often unfamiliar. The KG curriculum, as delivered, does not provide sufficient opportunities for children to engage in hands-on practical learning activities.
- Opportunities for promoting students' skills in enterprise and innovation are underdeveloped and some project work is undertaken by students in High.



- The curriculum very successfully supports students' knowledge and understanding of Emirati culture and UAE society. All teachers' lesson planning typically indicates objectives linking to UAE society, culture or the economy.

Areas of Strength:

- Real-life and cross-curricular links in High.
- Integrated links with Emirati culture and the UAE.

Areas for Improvement:

- Reviews and modifications of the curriculum to meet the needs of all students.
- Activities that develop students' enterprise, innovation and creativity.
- Development of the KG curriculum to provide children with individual hands-on learning activities.



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

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

Indicators:	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
<ul style="list-style-type: none"> Procedures for safeguarding students are highly effective. All staff are well-trained in child protection and effective procedures are known to staff, parents and students. The school provides a safe environment for students. Security arrangements are robust. Students are well supervised. School transportation is well-managed. The school maintains accurate and secure records, including records of incidents and their subsequent follow-up. The premises are clean and mostly well maintained with updated maintenance records. The premises meet the needs of most students, although the school does not have a lift to allow access for students or adults with reduced mobility to the upper floor. The school can readily move lessons to the ground floor, if necessary. The school systematically promotes healthy living through workshops, the strong pastoral system, frequent checks of students' lunch boxes and regular health education lessons. There is no canteen, so all students bring food from home. Most students make healthy choices. 				
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Teachers know the students well and are aware of their social, physical, and emotional needs. They have a good rapport with students and respond positively to them. Relationships are courteous and respectful across the school and both students and adults show care and concern for the needs of others. Systems for managing attendance and punctuality, including follow up of absence and lateness, are generally effective. Students' punctuality is reduced by the late arrival of buses due to local construction work. The school has mostly appropriate procedures for identifying students with SEN. The records maintained by the school lack detail to support these students appropriately. Students with SEN do not have well-structured and coherent individual education plans. Support in classrooms varies in quality across subjects and phases. At times, the special educational needs coordinator (SENCO) assists the teacher in lessons. This assistance does not happen routinely. The school maintains a list of G&T students. The provision to 				

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support these students is not systematically planned, although they are included in competitions and other activities.

- Students are well-known to most members of staff and their needs and concerns are monitored closely with any issues dealt with efficiently. Students receive effective personal and academic guidance with transition between year groups managed seamlessly. The subject options in Grade 10, have been re-shaped in response to students' needs and preferences and parents receive all necessary guidance on further education and career choices when students prepare to leave the school.

Areas of Strength:

- The training of staff and the procedures implemented to ensure that students are safe in school.
- The systematic promotion of safe and healthy lifestyles.

Areas for Improvement:

- The quality and thoroughness of record-keeping for students with SEN, and the production of individual education plans.
- The systematic support in lessons for identified students with SEN.
- The development of more planned opportunities to engage and extend G&T students' learning and outcomes.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

- School leaders, including the principal, demonstrate a vision and commitment to the UAE and its priorities. Leaders have a mostly secure knowledge of best practices in teaching and learning. They focus well on promoting students' personal development. Frequent changes in senior leadership in recent years have impacted negatively upon the pace of change and improvement in the school. The current leaders have a clear sense of what needs to be done and have begun to improve some aspects of the school, despite challenges and financial constraints. They have not yet had sufficient time or opportunity to drive significant change. There is also a clear commitment to local and Islamic values. This is considered a distinctive strength for some parents. While there is a broad commitment to inclusion, the quality of support for students with SEN varies across the school.
- Relationships and communication are professional and effective. There is sufficient delegation of key responsibilities to enable the school to function effectively and most staff have a secure understanding of their roles and responsibilities. Morale in the school is positive. School leaders have overseen some improvements in achievement in the previous year. The school demonstrates an acceptable capacity to secure further improvements. All statutory and regulatory requirements are met.

Self-evaluation and improvement planning

Acceptable

- While leaders' skills in self-evaluation have improved, the school has an over-positive view of students' achievement. School data is not yet fully aligned with the quality of students' work in lessons. The current senior leaders' capacity to monitor teaching and learning has improved with greater access to external support. School improvement planning contains appropriate and achievable goals, aligned to the recommendations in the previous review. This is contributing to improvements in, for example, the use of technology in lessons and the level of challenge in teaching, most evident in Middle and High where students' progress has improved. The school has made broadly acceptable progress in tackling most of the recommendations contained in the previous review.



Partnerships with parents and the community	Good
<ul style="list-style-type: none">The school is effective in engaging with parents and their views are considered when planning future improvements. Parents have a very positive view of their relationship with the school. Communication is very effective, making good use of social media and the internet. Parents receive information about the curriculum, events and initiatives. Parents actively support students during standard national events and celebrations. Parents have regular face-to-face meetings with teachers and receive frequent written reports. They find it easy to contact teachers if they have any queries.Links and partnerships with local schools have improved recently, enabling staff to engage with best practice in successful schools. There are links with local charities. The school has not developed international links.	
Governance	Acceptable
<ul style="list-style-type: none">The governing board is relatively small, and it is well-structured with appropriate staff, parental, student and external representation. Governors meet frequently, are aware of the school's key priorities and challenges and they are supporting and monitoring more effectively. Governors are increasingly holding school leaders accountable for the school's performance. Continued instability in the school's senior leadership, with three principals over four years, has negatively impacted the pace of improvement. The continued decline in students on roll has adversely affected the school's finances.	
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none">The school's daily procedures and routines are well organised. The school is adequately staffed at present, although it lacks native English-speaking staff with knowledge of the American curriculum. Staff are mostly deployed effectively. The available accommodation has been used appropriately to provide the necessary specialist teaching areas. Outdoor space is restricted, and it is used effectively. While there have been improvements in the use of IT, resources are insufficient in some subjects such as Art, and the full implementation of a rich KG experience is restricted, because of too few resources for children's independent learning.	
Areas of Strength:	
<ul style="list-style-type: none">Current senior leaders' understanding of what needs to be done to improve the school.The school's links with parents.	



Areas for Improvement:

- The accuracy of judgements in the self-evaluation process.
- The continued stability of senior leadership.
- The recruitment of staff who are native English speakers with understanding of the American curriculum.
- The range and quantity of resources to support children's independent learning in KG and for Art.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- All Arabic staff are qualified. There are 4 teachers of Arabic. The teaching ratio is 1:25. There are no teaching assistants for Arabic.
- The library has approximately 900 Arabic books, including 600 Arabic books, 200 fiction and 100 non-fiction Islamic books, scientific and other topics. The book stock is updated occasionally, most recently during the Sharjah Book Expo in 2023. No library classes are timetabled, but some Arabic teachers take the students to the library as necessary.
- Reading is a core part of most lessons. Students have recently started to access an online platform: "Kutubi". Most reading is based upon the classroom textbooks.
- Students' experience of Arabic is enhanced through extra-curricular activities such as external competitions, morning assemblies, Arabic broadcasts for schools, special Arabic focus weeks, Arabic Oasis and the 'Little Writer' initiative. One student was a finalist in the Sharjah Arabic Society 'Arabic Vocabulary Competition'. All parents are informed when activities take place.

The school's use of external benchmarking data

- Selected Grade 4 and 8 students took TIMSS in March 2023, but no results have been received. The school has not been involved with PISA tests. A small number of externally selected students took the PIRLS test in 2021. All students from Grade 3 to Grade 8 typically take the regular MAP tests in reading, mathematics and science. In the current year, all students from Grades 1 to 10 will take the MAP tests. In the current school year, the school will introduce the TALA tests for proficiency in Arabic from Grades 3 to 10 and the Mubakkir tests in KG and in Grades 1 and 2.
- The school has, this year, introduced targeted lessons to prepare students more effectively for the MAP tests. This is partly through practice on past materials. MAP-style material has been incorporated into the daily curriculum.
- The school has systematic procedures for engaging and informing parents and students in relation to test results and all of these are communicated and contextualised.

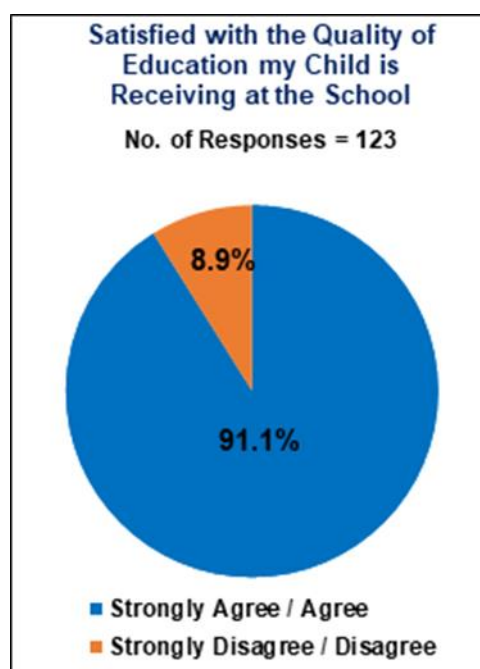
Provision for KG

- There are 5 teachers in KG, giving a child to teacher ratio of 1:15 approximately. 2 of these support Arabic-medium work, while 3 support English-medium subjects. There are 5 teachers' assistants and a nurse. There is no dedicated head of KG, but each head of department oversees provision in their subject.
- Each group has an appropriately spacious classroom, plus access to an activity room. While the classrooms are resourced at a basic level, and have designated areas of learning, resources to support free-flow activity are limited, although not all available resources are used effectively. Reading corners lack sufficient age-appropriate books. While the classrooms are clean with suitable furnishings, the environment is a little drab. The activity room has some additional, though limited, resources.
- The outside space is the school playground, with shaded areas shared with the rest of the school with access to 2 slides. PE lessons take place in a court with an artificial surface.



- Before children join the school, there is an orientation programme for parents, including a classroom tour, curriculum overview, and explanation of the teaching approach and policies. There are regular meetings with parents and a good flow of information from the school. KG children are prepared well as they move to Grade 1.

VIEWS OF PARENTS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve achievement in all subjects and phases by:
 - making more effective use of data in the planning of lessons so that activities are differentiated with more precision, particularly to support the higher attaining students.
 - making greater use of available data to benchmark students' performance.
 - ensuring that monitoring by middle and senior leaders increases challenge for teachers to ensure all students make the progress they can make.
- Raise the quality of teaching by:
 - making more consistent use of questioning in lessons to extend and deepen students' skills and understanding.
 - improving teachers' classroom management skills, particularly in the Elementary phase.
 - reducing the level of teachers' talk as against the time for students to work independently or in groups.
 - ensuring that group work is consistently effective and productive of learning.
 - encouraging more oral interaction in lessons so that students build confidence in expressing their understanding and gain confidence in explaining their understanding.
 - ensuring that students' written work is marked with greater rigour so that students have clear guidance as to what they need to do to improve.
 - ensuring that lessons build in time to reinforce learning.
 - making full use of all available resources.
- Improve the support of students with SEN and those who are G&T by:
 - ensuring that clear and coherent documentation, together with readily accessible and appropriately detailed individual education plans, are in place for identified students.
 - ensuring that classroom teachers are fully informed of identified students' needs and that their individual needs are planned for and appropriately met in each lesson.
 - providing appropriate support, within school and beyond as necessary, for students identified as G&T.
- Improve leadership by:
 - building further upon the skills of leaders at all levels to monitor and improve teaching.
 - ensuring that school self-evaluation judgements more fully reflect the available evidence in each element.
- Improve provision for KG children by:
 - avoiding, where possible, extended whole class teaching activities inappropriate to this age group.
 - ensuring that activities and expectations are consistently appropriate for the age group and their context as second-language learners.
 - promoting more free-flow, hands-on, individual experiential learning.
 - ensuring that existing rooms are more welcoming, comfortable and child friendly.
 - ensuring that resourcing is improved so that sufficient books and other resources are available to meet the needs of groups.
 - ensuring that full use is made of existing resources which have not yet been brought into use.



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.