



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

PROVIDENCE ENGLISH PRIVATE SCHOOL

20 to 23 January 2025

Overall
Effectiveness
Rating:
GOOD

TABLE OF CONTENTS

<u>PURPOSE AND SCOPE</u>	2
<u>THE SCHOOL PERFORMANCE REVIEW PROCESS</u>	4
<u>SCHOOL INFORMATION</u>	6
<u>SUMMARY OF REVIEW FINDINGS</u>	8
<u>MAIN REVIEW REPORT</u>	10
<u>Performance Standard 1:</u>	10
<u>Students' Achievement</u>	10
<u>Performance Standard 2:</u>	20
<u>Students' personal and social development and their innovation skills</u>	20
<u>Performance Standard 3:</u>	22
<u>Teaching and assessment</u>	22
<u>Performance Standard 4:</u>	24
<u>curriculum</u>	24
<u>Performance Standard 5:</u>	25
<u>the protection, care, guidance and support of students</u>	25
<u>Performance Standard 6:</u>	27
<u>Leadership and management</u>	27
<u>SPEA ADDITIONAL focus areas</u>	29
<u>VIEWS OF Stakeholders</u>	31
<u>STRATEGIC RECOMMENDATIONS & NEXT STEPS</u>	32



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	121
	School location	Muwaileh Commercial
	Establishment date	September 1990
	Language of instruction	English
	School Curriculum	National Curriculum For England (NCfE)
	Accreditation body	Cambridge (CAIE) and Council of International School (CIS)
	Examination Board	Cambridge, Oxford AQA, and Edexcel
	External Assessments International and Curriculum Benchmark Assessments	Cambridge Primary and Lower Secondary Checkpoints International General Certificate of Secondary Education (IGCSE) AS and A Level Granada Learning (GL) Progress Tests Cognitive Abilities Tests (CAT4) International Benchmark Tests (IBT) TALA Mubakkir
Staff	Fee Range	AED 13,051 to AED 27,630
	Principal	Marwa Diaa Youzbachi
	Chair of board of governors	Ahmed Bader
	Total number of teachers	80
	Total number of teaching assistants	20
	Turnover rate	7%
Students	Teacher: student ratio	1:17
	Total number of students	1,344
	Total number of students per cycle/phase	Phase 1: 119 Phase 2: 731 Phase 3: 311 Phase 4: 183
	Phase 1/FS: number and gender	Boys: 56 Girls: 63
	Phase 2: number and gender	Boys: 399 Girls: 332
	Phase 3: number and gender	Boys: 179 Girls: 132
	Phase 4: number and gender	Boys: 89 Girls: 94
	Total number of Emirati	33



	students	
	Phase 1/FS: Emirati number and gender	Boys: 1 Girls: 1
	Phase 2: Emirati number and gender	Boys: 11 Girls: 3
	Phase 3 Emirati number and gender	Boys: 11 Girls: 3
	Phase 4 Emirati number and gender	Boys: 0 Girls: 3
	Nationality groups (largest first)	1. Egyptian 2. Pakistani
	Total number of students with special educational needs	7



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
GOOD	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 160 lesson observations, 43 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 no change from the previous evaluation in 2022. Attainment and progress have remained good in most subjects in Phases 2, 3 and 4. In Phase 1, English has declined to acceptable from good and mathematics and science have remained at acceptable. Attainment in Arabic as a First Language (AFL), Islamic education and social studies are now good from acceptable in Phase 2 and good from acceptable in Arabic as a Second Language (ASL) for attainment and progress in Phases 2 and 3. Attainment in Islamic education in Phase 4 is now good and progress is now good in Phase 3 from acceptable. Attainment in mathematics and attainment and progress in science have become good in Phase 2 from acceptable. Other subjects are now good from acceptable in Phase 3. Teaching and assessment, curriculum design and implementation remain good. Students' personal development and protection care and guidance remain very good overall. Identification of and support for students with additional needs are underdeveloped. Leadership, including governance, remains good. Leadership of Phase 1 is not sufficiently robust to ensure that teaching is of a high enough quality to increase students' learning outcomes.

KEY AREAS OF STRENGTH:

- Students' attendance in Phases 2, 3 and 4.
- Students' attainment in mathematics in Phases 2 and 3.
- Students' attainment and progress in science in Phase 2.
- Students' achievement in AFL and ASL and Islamic education.
- The highly respectful relationships among students and between students and teachers.
- The safeguarding and protection of students throughout the school.
- The care and support for students in Phases 3 and 4 which help them to achieve very high standards in external examinations.

KEY AREAS FOR IMPROVEMENT:

**School Performance Review of Providence English Private School
20 to 23 January 2025**



- The capacity of middle leaders to manage their departments effectively to continue raising standards in students' achievement across the school.
- Teaching and learning in Phase 1 that meet the academic, social and emotional needs of young learners.
- The provision of greater challenge in lessons to extend students' learning, creative thinking and innovation skills.



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	Acceptable	Good
	Progress	N/A	Good	Good	Good
Arabic (as a First Language)	Attainment	N/A	Good	Acceptable	Good
	Progress	N/A	Good	Good	Good
Arabic (as an additional Language)	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
Social Studies	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
English	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
Mathematics	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
Science	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Good	N/A
	Progress	Acceptable	Acceptable	Good	N/A
Learning Skills		Acceptable	Good	Good	Good

School Performance Review of Providence English Private School
20 to 23 January 2025



Islamic Education	<ul style="list-style-type: none"> Students' achievement in Islamic education is good in Phases 2, 3 and 4. Lesson observations and students' work show progress in Phases 2, 3 and 4 to be good over time. This does not match the school's judgements which state that progress is outstanding in these phases. There are no externally benchmarked assessments in Islamic education. Internal assessment data indicates outstanding attainment in Phases 2, 3 and 4. This was not observed in lessons where the majority of students' attainment was above curriculum expectations in Phases 2 and 4 and most students' attainment was acceptable in Phase 3. In Phase 2, students make good progress as they understand the concept of fasting in the Holy Month of Ramadan and its conditions. They also understand the medical and social benefits of fasting. Students' recitation of the Holy Qur'an with correct Tajweed rules is underdeveloped. In Phase 3, students make progress as they understand the general meaning of the Noble Hadeeth and infer the values they convey. They can also infer the meaning of the vocabulary of the Noble Hadeeth from context. Their deep understanding of the impact of Islamic values on individuals and society is less developed. In Phase 4, students understand the concept of the Noble Hadeeth and differentiate between its different types. Their deeper understanding of the importance of Sunnah as an important source of legislation in Islam is underdeveloped. The progress of all groups of students is above curriculum expectations except for high-attaining students who do not achieve the progress of which they are capable. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' ability to extract the general meaning of the Noble Hadeeth and infer the values they convey in Phase 3. Students' understanding of the concept of the Noble Hadeeth and their ability to differentiate between its different types in Phase 4. 	<ul style="list-style-type: none"> Students' ability to recite verses from the Holy Qur'an with correct Tajweed rules in Phases 2, 3 and 4. Students' deeper understanding and appreciation of the impact of Islamic values on individuals and society in Phase 3.



Arabic	<ul style="list-style-type: none">Students' achievement in AFL and ASL is good overall. The school's internal data shows that students in both AFL and ASL make outstanding progress in Phases 2, 3 and 4. This does not match what is seen in lessons and in students' work where the majority of students make better than expected progress over time in Phases 2, 3 and 4.The school's internal data shows that attainment is outstanding in Phases 2, 3 and 4. This does not match the AFL, TALA and Mubakkir examination results which indicate good attainment in Phase 2 and acceptable attainment in Phases 3 and 4. IBT examination results for ASL indicate outstanding attainment in Phases 2, 3 and 4. In lessons and students' work the majority of students attain above curriculum expectations in AFL in Phases 2 and 4 and most students attain in line with curriculum expectations in Phase 3. In ASL, students attain above curriculum expectations in Phases 2 and 3.The majority of students make good progress overall in AFL and ASL. In AFL, students in Phase 2 can understand age-appropriate audio texts and extract main and minor ideas from them. They can also infer meaning of new vocabulary from context. Their ability to read texts aloud correctly, fluently and with expression is underdeveloped. In ASL, the majority of students in Phase 2 can understand an age-appropriate audio text and identify the main ideas in it. In Phase 3, students can engage in discussions on familiar topics using standard Arabic and correct language structures. Their speaking skills are underdeveloped across Phases 2, 3 and 4. In ASL, the majority of students can infer the meaning of new vocabulary from context and use them in meaningful sentences. In Phase 3, students can analyse and evaluate literary texts to identify the figurative and rhetorical methods used in them. They can also identify the elements of a short story including plot, character, setting, conflict and theme. Students' deep understanding of standard Arabic language grammatical rules and applying them correctly in speaking and writing is underdeveloped across Phases 2, 3 and 4.Overall, the majority of students make better than expected progress, except high-attaining students who do not make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none">• Students' ability in AFL to engage in discussions on familiar topics using standard Arabic and correct language structures in Phases 2 and 3.• Students' ability in AFL to analyse and evaluate literary texts to identify the figurative and rhetorical methods used in them in Phase 4.• Students' ability in ASL to infer the meaning of new vocabulary from contexts and use them in meaningful sentences in Phases 2 and 3.• Students' ability in ASL to understand an age-appropriate audio text and identify the main ideas in it in Phases 2 and 3.	<ul style="list-style-type: none">• Students' ability in AFL to read texts aloud, correctly, fluently and with expression in Phase 2.• Students' deep knowledge of Arabic language grammar rules in AFL and their ability to apply them in speaking and writing in Phases 2, 3 and 4.• Students' ability in ASL to correctly apply grammatical rules when speaking and writing across Phases 2 and 3.• Students' speaking skills are underdeveloped across Phases 2, 3 and 4.
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Social Studies

- Internal assessment data shows attainment as outstanding. This is not seen in lessons or students' examination results where, overall, most students in Phases 2, 3, and 4 attain above curriculum standards. Most students make good progress over time.
- There are no externally benchmarked assessments in social studies. In lessons and in their most recent work, the majority of students' attainment is above curriculum expectations in Phases 2, 3 and 4.
- In Year 2, most students are able to name the 4 compass directions and explain them. In Year 3, they were able to identify historical objects through evidence and list some in a real-life setting. A few students did not have opportunities to confidently share their experiences and engage fully in the learning process. Students in Year 5 have good knowledge of the founding fathers of the UAE in the development of the UAE economy, society, and culture. In Year 9, students demonstrate knowledge and understanding of the Arabian civilisation and can name some Muslim scientists with their inventions and their effect on world developments. Students can relate these developments to the past and future and link them to UAE history, civilisation and development. In Year 10, students were able to explain how population is distributed. Opportunities for further research work are limited. In Year 10, students were able to identify the key events and the infrastructure, defence, and economic projects in the years between 1990 and 1995.
- Overall, most groups of students make better than expected progress.

Areas of Strength

- Students' understanding of the economics, society and culture of UAE citizens in Phase 2.
- Students' understanding of key events in UAE history in Phase 4.

Areas for Improvement

- Students' confidence to articulate their reasoning when discussing the difference between material objects in Phase 2.
- Students' enquiry-based research skills on global social problems in Phase 3.



English	<ul style="list-style-type: none">Students' achievement in English is acceptable in Phase 1 and good in Phases 2 and 3. The school's internal data shows that students make outstanding progress. This does not match with what is seen in lessons and students' work. Most students make expected progress in Phase 1, while a majority of students make better than expected progress in the later phases.The school's internal data for attainment is outstanding across all phases. This does not correlate with what is seen in lessons and students' work which shows that the majority attain above curriculum standards. External Cambridge checkpoint data shows attainment is acceptable in Phases 2 and 3. Cambridge IGCSE is outstanding in Year 11. Students' performance in GL PTE assessments is outstanding in Phase 2 and very good in Phase 3. In PIRLS assessments, students' performance is above the national average. In PISA reading literacy, students attain higher than other Sharjah schools.The majority of students make good progress in Phases 2 and 3. Children in Phase 1 make acceptable progress when learning to form upper- and lower-case letters correctly and learning the sounds these letters represent. In Phase 2, the majority of students make better than expected progress in speaking as they identify a range of common, abstract and concrete nouns and create their own compound nouns after independently reading a non-fiction text. A majority of Year 3 students can listen to an audio and ascertain the main content and form and show good progress when giving their own opinions. In Phase 3, students develop their speaking and listening skills and can present engaging role plays that focus upon the use of intonation and variation of tone for effect. By Year 11, students' writing skills, including precision and writing at length, handwriting, sentence and spelling accuracy, paragraphing and punctuation are not as well developed as other key skills.Overall, the majority of students make better than expected progress. Girls make more progress than boys.	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' listening skills when presented with an audio from which they must extract the main content in Phase 1. Students' speaking skills when working in groups and feeding back to the class after reading short non-fiction texts in Phase 3. 	<ul style="list-style-type: none"> Students' writing skills, particularly their ability to write in connected sentences at length and with precision in Phases 2 and 3.
Mathematics	<ul style="list-style-type: none"> Students' achievement in mathematics is good overall. In lessons and in their work, the majority of students in Phases 2, 3 and 4 attain levels that are above curriculum standards. In Phase 1, children's achievement is acceptable. The schools' internal assessment data indicates outstanding attainment in Phases 1 and 2 and very good in Phase 3 and good in Phase 4. This does not match with that seen in lessons and in students' work where the majority of students attain above curriculum standards in Phases 2, 3 and 4 and in line in Phase 1. External Cambridge checkpoint data shows attainment is good in Year 9. GL external progress test results in Phases 2 and 3 are very good. IGCE and AS level results in mathematics are very good in Years 11 and Year 12 respectively and acceptable in Year 13. In the PISA 2022 results, the school was a middle performer and higher than other Sharjah private schools. TIMSS 2023 results are pending. The majority of students demonstrate good progress. In Phase 1, progress is acceptable as children can arrange objects from smallest to biggest and a minority can add and subtract by arranging and combining objects. In Phase 2, students understand the relative size of quantities of numbers to 1 decimal place and proper fractions with same denominators and percentages using symbols. They understand that fractions represent equal parts of a whole and interpret the mode, median and range of a set of numbers. In Phase 3, students can define and distinguish between simple and compound interest and generate sequence from spatial patterns. In Phase 4, students can use the binomial probability formulae to calculate the probability of a given number. They can easily identify real-world situations because binomial distribution is an appropriate model to interpret the result of an experiment. Students' use of mental mathematics is underdeveloped across all phases. Overall, the majority of all groups of students make better than expected rates of progress. 	



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' ability to generate sequence from spatial patterns in Phase 3. Students' application of formulae in Phase 4. 	<ul style="list-style-type: none"> Children's ability to use number skills when combining objects for addition and subtraction problems in Phase 1. Students' mental mathematical skills across all phases.
Science	<ul style="list-style-type: none"> Students' achievement in science is good overall. In lessons and in their work, a majority of students in Phases 2, 3, and 4 make better than expected progress over time, while most students in Phase 1 make expected progress in line with curriculum standards. This does not match the school's internal data which shows that most students in all phases make outstanding progress. Internal assessment data shows that most students in all phases attain above curriculum standards. This does not match that seen in lessons and students' work where attainment is good in Phases 2, 3 and 4 and acceptable in Phase 1. Students' attainment in the GL Progress Test in science is outstanding in Phases 2 and 3. External data indicates that IGCSE results are good in biology and outstanding in chemistry and physics. In Phase 4, attainment varies at AS and A level, being very good in biology and outstanding in physics and chemistry. The school is still awaiting its TIMSS 2023 results. Overall, the majority of students make good progress in science. In Phase 1, most children make acceptable progress. They explore the 5 senses and experiment with materials. Their understanding through scientific inquiry is less well developed. In Phase 2, students explore the properties of materials, distinguishing between transparency and translucency. By the end of Phase 2, they demonstrate knowledge of food chains including the roles of producers, consumers, and decomposers in energy transfer. In Phase 3, students study the pH scale, acids, and the digestive system. They require support in designing and conducting experiments. In Phase 4, chemistry students learn about functional groups and in biology students understand the classification system. Students' investigative skills are underdeveloped throughout the school. The majority of groups of students make better than expected progress. Higher-attaining students do not always achieve their potential. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' understanding of food chains and energy transfer in Phase 2. Students' understanding of science facts and theory in Phases 3 and 4. 	<ul style="list-style-type: none"> Children's knowledge and understanding through scientific inquiry in Phase 1. Students' investigative and experimental skills across all phases.
Other subjects	<ul style="list-style-type: none"> Students' achievement in other subjects is acceptable overall. It is good in Phase 3. Phase 4 was not observed due to ongoing school examinations and too few students in other subjects' classes to allow formal observation and rating. There are inconsistencies between phases and within subjects. Achievement is good in physical education (PE) and information and communication technology (ICT) in the higher phases. Achievement in art by the end of Phase 2 is also good. In other lessons and in their recent work most students make acceptable progress. In ICT, the school's external attainment data for Years 10 and 12 is very good and in Year 13, it is outstanding. External assessment for environmental management is very good in Year 11. For business studies it is variable. There is no external assessment data for art or PE. The schools' internal data indicates that students' attainment is outstanding in PE, computing and French. This does not align with what was observed in lessons. In PE, students develop good key and team skills to play football, volleyball and netball in Phase 3. Age-appropriate skills in these areas are less well developed in Phase 2. In art, Phase 2 students develop artistic and creative skills as they create abstract faces inspired by Picasso. In computing in Phase 2, students progress slowly as they learn to create an algorithm to produce repeating sounds. In Phase 3 in ICT, students progress well as they develop a website. In French in Phase 2, students engage in conversations, learning new vocabulary relating to things that can be seen in the classroom and in the UAE. In Phase 3 economics, students demonstrate knowledge of price elasticity of supply, including its definition, determinants and implications for stakeholders. Most students make acceptable levels of progress from their starting points and there are no differences between different groups of students. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' volleyball skills in Phase 3. Students' creative skills in art in Phase 2 	<ul style="list-style-type: none"> Students' movement, co-ordination and tactics for team sports in Phase 2. Students' skills in computing in Phase 2.
Learning Skills	<ul style="list-style-type: none"> Students' learning skills are good overall. They are acceptable in Phase 1. Students have a very positive attitude to learning and are keen to participate in lessons. Students can work collaboratively when given the opportunity to do so. Children's independent learning skills are emerging in Phase 1 and in the lower years of Phase 2. Older students take some responsibility for their learning. Across the school students are not consistently aware of what they need to do to improve their work. In English, Year 1 students work in collaboration to design and build a city. In Arabic, Year 10 students work together successfully to enact the rights of the child. In art, Year 5 students are learning to evaluate their work and to consider ways it could be improved. In physics, Year 8 students take responsibility for explaining their learning on light refraction in a classroom. Students make clear connections to the real world and between areas of learning. In Phase 1, children talk about healthy foods. In computing in Year 5, students explore the connections between algorithms and song lyrics. In science in Year 7, students discuss primary colours as they explore PH levels. In economics, Year 10 students effectively analyse scenarios, applying their understanding of price elasticity of supply to real-world commodities. Students research using technologies and use critical thinking skills in upper Phase 3 and Phase 4. In Islamic education, Year 12 students research the Nobel Hadeeth to critique their validity. In Arabic, Year 10 students think critically as they consider what values are important when they become parents. Critical thinking is inconsistently developed across the rest of the school, especially in Phase 2. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' engagement in their learning in all phases. Students' collaborative learning skills in all phases. 	<ul style="list-style-type: none"> Students' understanding of their strengths and areas for development and the steps they need to take to improve in all phases. Students' critical thinking and problem-solving skills particularly in Phase 2.
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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:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Very Good	Very Good	Very Good	Very Good

- Students across all phases show strong personal development and positive attitudes towards learning. Positive behaviour management ensures a respectful environment and bullying is effectively dealt with.
- Relationships among students and between students and teachers are highly respectful and supportive. Students are accepting of diversity. They embrace differences and celebrate the achievements of others and their wellbeing.
- Students demonstrate a secure understanding of safe and healthy living. They usually make wise choices about their own health and safety. They initiate and participate in activities such as lunchbox checks and physical activity. Health initiatives include Breast Cancer Awareness Day, cardio-pulmonary resuscitation (CPR) training, annual student health checks and vaccinations.
- Attendance is outstanding at 98% across most of the phases. Attendance in Phase 1 is more variable. Students are punctual to school and lessons.



Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">Students demonstrate a clear understanding and appreciation of Islamic values through the Holy Qur'an recitation in assemblies, the Holy Qur'an competitions, and celebrations of key Islamic events such as Eid, Hag El Leila, and the Prophet Muhammad's (PBUH) birthday. Islamic values are also embedded in the curriculum through moral education and UAE social studies.Students show respect for Emirati heritage and culture, actively celebrated through events such as National Day, Flag Day, and UAE traditional dance performances. Project-based learning and field trips to Sharjah Museum further enrich students' understanding of Emirati heritage.Students gain exposure to world cultures through International Day. Daily assemblies highlight different countries and cultures and clubs such as the Social and Cultural Club and the Kindness Club that promote cultural awareness and respect for diversity.				
Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none">Students actively engage in community service through volunteering programmes such as the Tarahom for Gaza charity, visits to homes for the elderly, and initiatives on Kindness Day. The Student Council, with representatives from all year groups, plays a key role in organising events and communicating field trip plans.Students have a positive work ethic and are socially responsible and innovative, participating positively in projects across all phases, although this is less evident in lessons. They engage in activities for example, the artificial intelligence (AI) programme, the Innovation Club's robot-making projects, and the coding program Scratch for Years 1 to 9. Students' achievements include winning the British Council Climate Change Programme and participating in the Robot Maze Contest. School clubs, such as physics, chemistry, art and craft, and Business Entrepreneurship Clubs further promote students' creativity and innovation skills although this remains inconsistent in its application.Students actively promote environmental awareness through sustainability initiatives. Students plant and maintain a garden. Competition and environmental projects ensure students are actively involved in ecological preservation.				



Areas of Strength:

- Students' positive attitudes and relationships across all phases.
- Respect for the culture and heritage of the UAE throughout the school.

Areas for Improvement:

- Students' attendance and punctuality to school in Phase 1.
- Students' innovation and entrepreneurial skills across the school, particularly in lessons.

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	Acceptable	Good	Good	Good

- The quality of teaching for effective learning and assessment in Phase 1 is acceptable and in Phases 2, 3 and 4 it is good overall. In Phase 1, most teachers are beginning to use age-appropriate learning activities and resources more effectively. The majority of teachers in Phases 2, 3 and 4 have secure subject knowledge and show an understanding of how students learn and apply that knowledge to provide engaging classroom experiences. A variety of strategies are employed, including whole class teaching, group work, paired work and individual activities. These encourage students' participation across subjects and year groups. Teachers plan effective lessons and use a variety of resources to stimulate and engage their students. Time is used effectively in the majority of lessons.
- Positive relationships enhance interactions between teachers and students, and teachers employ a range of questioning approaches. The quality of questioning is variable across subjects and phases. In the more successful lessons, such as science in Phase 3, students are provided with challenging open questions, thinking time, often extended further with follow-up questions.



- Teachers' planning to meet the needs for different groups of students is inconsistent and does not always fully engage all students. Sufficient challenge that stretches students of all levels of ability is not a common feature in lessons.
- Teachers do not consistently develop students' critical thinking, problem-solving and innovation skills and this is an emerging feature in some lessons. Independent learning activities feature more regularly across all phases.

Assessment	Acceptable	Good	Good	Good
<ul style="list-style-type: none"> Internal assessment procedures are good overall. They are coherent and consistent across the school. The school uses external assessments such as GL Progress Tests, CAT 4, Cambridge checkpoints, and international assessments such as PISA, TIMSS and PIRLS to provide comprehensive data for tracking and comparing students' progress. The school analyses students' data in detail, which is now used by school leaders to understand performance patterns. Most teachers have access to assessment information, which is inconsistently used to plan lessons. Progress trackers aligned with Cambridge objectives are in place from Phase 1 to Phase 3 Data from GL Progress Tests and CAT 4 is triangulated and analysed by heads of department and senior leaders to guide curriculum modifications, to inform IGCSE and A-level subject selection, and support students' learning styles during lessons. Teachers have a good knowledge of the strengths and weaknesses of individual students although support for low-attaining students, those with special educational needs (SEN) and challenge for high-attaining students is inconsistent in lessons. 				
Areas of Strength:				
<ul style="list-style-type: none"> Teachers' planning across all phases that makes good use of time and includes a variety of activities. The school's internal assessment processes in Phases 2, 3 and 4. 				
Areas for Improvement:				
<ul style="list-style-type: none"> The development of an age-appropriate learning environment and resources in Phase 1 to further support children's learning. Teachers' use of assessment information to effectively challenge and support the needs of all students in all phases. 				



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Good	Good	Good
<ul style="list-style-type: none">The National Curriculum for England (NCfE) is sufficiently broad, balanced and planned to prepare students for external examinations and promote the national vision particularly in Phases 3 and 4. Statutory national requirements, including MoE curriculum subjects are met. Students are well prepared for the next stage of their learning and the curriculum meets the needs of most students.There is a suitable range of curricular options, particularly for the older year groups, that encourage students' talents, interests and aspirations. Parents and students are involved with staff in making suitable career choices and choosing suitable educational pathways. Cross-curricular links are planned although they are not yet fully embedded and used to enhance the transfer of learning between different subjects.The curriculum is reviewed by senior staff and middle leaders and this has resulted in the introduction of the Cambridge curriculum in Phase 1, which is at an early stage of development. The introduction of a range of subjects in the older year groups such as French in Phase 3 and economics, computing, computer science, ICT, environmental management as well as business studies in Phase 4, has increased option choices.				
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">School leaders have modified the curriculum to meet the needs of the majority of groups of students with the introduction of progress trackers and individual support plans following diagnostic tests. Not all groups of students have their needs fully met, such as students who are gifted and talented (G&T).The curriculum on offer provides the opportunity for students to develop their creativity and social skills through engagement in a variety of extra-curricular activities, clubs and				



community events that include a Business Enterprise Club, Photography and Multimedia Club, Expo visits, climate change and The British Council's - Your World Cup. Visits have included trips to Sharjah Old Cars, the Model United Nations and an International Education Show. There are insufficient opportunities for students to develop innovation and enterprise skills.

- Planning and adaptation of the curriculum involves developing students' understanding of Emirati culture and UAE society and values through the delivery of AFL and ASL as well as Islamic education. Emirati culture is celebrated through assemblies and the national events, such as Flag Day.

Areas of Strength:

- The range of subjects on offer, particularly in Phases 3 and 4.
- The support and guidance for career and educational choices in all phases.

Areas for Improvement:

- The continued modification and application of the Phase 1 curriculum to bring it fully in line with NCfE expectations
- Curriculum enhancement that leads to the development of enterprise and innovation skills throughout school.

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

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

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



- The school has rigorous procedures for safeguarding and child protection for staff, students and parents. The school is highly effective in protecting students from abuse and no examples of bullying have been recorded.
- The school provides very safe, hygienic and secure classrooms and facilities for students and staff. Safety checks and maintenance are frequent and thorough. Supervision of students is always highly effective. Students' health and safety are secured as a result of the school's policies and procedures. The school has very efficient arrangements for school transport to maximise students' protection. The buildings and equipment are old and very well maintained. The school maintains comprehensive and secure records, including records of incidents and subsequent appropriate actions. The school's premises and facilities provide a learning environment which meets the learning needs of all.
- The school's promotion for safe and healthy lifestyle is good. Routine checks by medical staff are systematic to ensure students' medical care is in place.

Care and support

Good

Good

Very Good

Very Good

- Relationships in the school are very positive. Students appreciate the dedication of staff in supporting their learning. Teachers understand students' social and emotional needs as well as their learning needs. Effective monitoring systems in Phases 1 and 2 are underdeveloped. Students' behaviour follows the school's guidelines, systems and procedures across all phases.
- The school has a robust system for tracking students' attendance and punctuality. Any absences are followed up immediately, resulting in outstanding attendance.
- A process for identifying students with SEN is in place and individual learning plans (IEP) are in place. G&T students and those requiring extra learning support are identified through CAT 4 reasoning ability assessments and teachers' observations.
- Specialist staff support students with SEN and guide teachers on how to support them in the classroom. The curriculum is modified to support some students although this is not fully established to support all. The identification of the needs of all students across the school is not yet fully achieved.
- The school has wellbeing programmes which support the personal needs of older students and guides them through subject, career and university choices very effectively. This gives students confidence and motivation to follow their chosen pathways.

Areas of Strength:

- Safeguarding and the protection of students throughout the school.
- The school's successful approach to promoting attendance and punctuality in Phases 2, 3 and 4.



Areas for Improvement:

- The identification and support for all groups of students to ensure that their needs are met across all phases.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- The very experienced and committed senior leadership team has set a clear strategic direction to support global citizenship for students, which is shared by the whole community. Leaders' secure knowledge of educational leadership is reflected in their understanding of how to move the school towards twenty-first century academic and technical learning in line with the UAE National Agenda. Leaders at all levels raise school performance in public examinations and contribute to students' wellbeing. The role of middle leaders is not consistently effective in further supporting their departments. The promotion of the highest quality of teaching, learning and emotional support in Phase 1 is not fully developed.
- Professional relationships together with a variety of open communication channels help to build a respectful and inclusive community where all are accountable for improving students' performance inside and outside the classroom. Leaders fulfil their role in ensuring that the school is compliant and meets statutory requirements.

Self-evaluation and improvement planning

Good

- Information for the school's self-evaluation process is gathered from a wide range of sources including students' achievement data and the views of parents, students and other stakeholders. This evidence is analysed and judgements made although these do not always relate accurately to the evidence and the UAE School Inspection Framework. Areas for



improvement are identified and form the basis of school improvement planning which includes realistic key targets and is reviewed on a regular basis to ensure that it continues to meet the school's priorities and that progress is sustained over time.

Partnerships with parents and the community

Good

- Parents have opportunities to be involved in their children's learning and activities through communication portals which keep them updated on weekly timetables and activities. Report cards are sent out on a regular basis with details of students' achievement. Parents can also give feedback through the portal. The school has an open-door policy so that parents can discuss any concerns with school staff without delay. They are consulted on school matters through regular surveys and their views are considered in the school's evaluation process.
- Students engage with the local community through occasional voluntary work. The school has contact with national universities for older students and sports teams compete with other schools locally.

Governance

Good

- The governing body consists of some representation from the community and professions, presenting expertise and links with education, universities, technology and extra-curricular activities matched to the school's developmental needs. Members ensure statutory regulations are met and advise on the strategic direction of the school and on raising achievement for students. They review all aspects of school life and hold senior leaders accountable for school improvement and the quality of achievement. As a consequence, they have a good understanding of the school and have a direct and positive impact on the school's performance.

Management, staffing, facilities and resources

Good

- The school day is well organised and runs smoothly, impacting positively on students' achievement. Staffing is managed effectively and teachers are qualified appropriately. There are consistent programmes of online and face-to-face professional development to suit the different training requirements for staff. There is insufficient focused training for Phase 1 staff to further raise standards. The premises and resources are adequate for learning and are well maintained. Resources for Phase 1 support the curriculum although there are too few story and reading books.



Areas of Strength:

- The very experienced and committed senior leadership team and governors who set a clear strategic direction to support global learners and raise students' achievement in public examinations.
- The governance of the school that holds leaders to account for the school's performance.

Areas for Improvement:

- The rigorous analysis of evidence in the self-evaluation process to ensure accurate judgements throughout school.
- The development of teaching and learning in Phase 1 to fully meet the needs of young children and prepare them for their next steps in learning.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The staffing provision comprises 15 teaching staff with a teacher to student ratio of 1:82.
- The school library contains 660 Arabic books, of which 441 are fiction and 219 are non-fiction. The school has a digital interactive library with a large number of books in the Arabic language. A few students borrow books from the library and the school's librarian maintains records of the books borrowed. The librarian also helps students to access appropriate reading material in Arabic. There are no classroom libraries with Arabic reading material. Students have opportunities to access online reading material in the classroom.
- The school has internal reading competitions such as story and poetry competitions. Readers of the week events honour students who read the greatest number of books. Students participate in the Reading Challenge International competition and online applications to compete in reading. The school also organises a book fair at the school.
- Parents are informed when students are assigned books for reading and are encouraged to support their children at home.

The school's use of external benchmarking data

- The school administers various external assessments, including GL Progress Tests in Years 4 to 10, PISA, TIMSS, PIRLS, IBT for non-Arabic students, TALA for Arabic students, Mubakkir for foundation stage (FS) Arabic, CAT 4 for selected years, and Cambridge checkpoints for Years 6 and 9. All students in Years 4 to 10 participate in GL Progress Tests and CAT 4 data



is used to predict IGCSE outcomes and to inform lesson planning. The school is compliant with SPEA requirements.

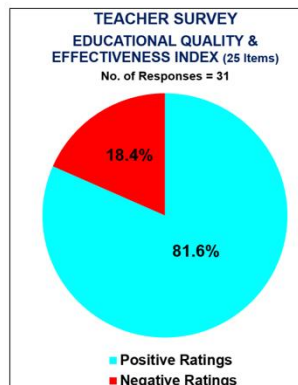
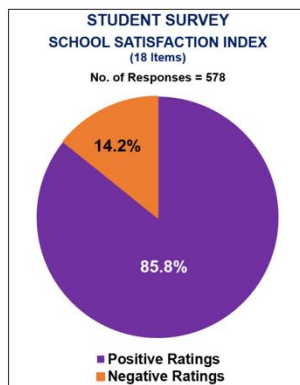
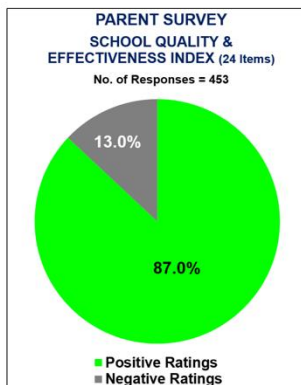
- The school prepares students for assessments by modifying the curriculum, particularly for PISA 2025, and providing past papers for practice. Teachers also use data from progress trackers and CAT 4 to guide instruction and provide feedback. For IGCSE and A level choices, students are advised, based on their assessment results.
- Students are informed about the assessment processes through a number of online platforms. The school shares results promptly, typically within 2 days of release, and uses workshops to ensure students are familiar with the types of questions that they will encounter.
- Test results are communicated to parents through the online system and during regular meetings. GL Progress Test and CAT 4 results are shared with parents. Results are also made available on the students' portal.

Provision for KG

- There are 5 classes and 119 children in Foundation Stage 2. There is no Foundation Stage 1. There are 6 teachers and 5 teaching assistants. The adults to student ratio is 1:11 and the teacher to children ratio is 1:20. Teachers teach specific subjects including mathematics and science, Islamic education and Arabic or English as well as subjects including, art, computing and PE.
- The indoor provision includes 5 adequately sized classrooms. These do not include learning centres. There is a range of shared resources. One room includes play equipment such as a small slide and a role play area, which is used occasionally. The second, larger room is used for assemblies and PE.
- There is a dedicated outdoor play area with fixed climbing equipment for Phase 1 and Year 1 to use. There is also an adjacent astro turf area which can be used.
- When children start school, they attend an induction day with their parents where they meet their teachers and become familiar with the school's environment. The school gathers information from parents and shares information regarding the school's policies and the curriculum. Baseline tests are not carried out. Parents and children attend an orientation day before children move into Year 1. At the start of term, Phase 1 teachers spend time with Year 1 classes to help children settle in. Assessment information is shared by Phase 1 teachers with their Year 1 colleagues.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve the capacity of middle leaders by:
 - holding regular team meetings with a set agenda based on school improvement planning.
 - monitoring progress towards students' improvement targets.
 - observing lessons and guiding teachers to use best practice.
 - meeting regularly with other middle leaders to share and communicate successful practice.
- Improve provision of teaching and learning in Phase 1 by:
 - training teachers to develop learning through play-based activities which include both teachers' and children's choices.
 - providing a safe learning environment and resources which promote curiosity and exploration.
 - providing robust measures of early learning goals which also focus on social and emotional development.
- Improve challenge in lessons to develop students' learning, creative thinking and innovation by:
 - providing open questions which are structured to promote deeper thinking.
 - exploring and using ways to develop teaching beyond the basic curriculum.
 - allowing students to question and challenge their peers and foster discussion.

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.