



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN  
Programme

# School Performance Review REPORT | (SPR)



إتقان ITQAN

**AL ROWAD BRITISH PRIVATE SCHOOL**

27 to 30 January 2025

Overall  
Effectiveness  
Rating:  
**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

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

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

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

- visits to lessons in Arabic, Islamic education, UAE social studies, English, mathematics and science, and other subjects, including lessons reviewed jointly with senior leaders of the school;
- reviewing important documents such as 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	353
	School location	Al Azra, Sharjah
	Establishment date	2019
	Language of instruction	English
	School Curriculum	National Curriculum for England (NCfE)
	Accreditation body	-
	Examination Board	N/A
	External Assessments International and Curriculum Benchmark Assessments	Cognitive Ability Test (CAT 4) Granada Learning Progress Test in English (GLPTE) Granada Learning Progress Test in mathematics (GLPTM) Granada Learning Progress Test in science (GLPTS) Test of Arabic Language Arts (TALA)
Staff	Fee Range	AED 9,000 to AED 15,000
	Principal	Laurence John Cranny
	Chair of board of governors	Mohammed Al Suwaidi
	Total number of teachers	40
	Total number of teaching assistants	4
Students	Turnover rate	11%
	Teacher: student ratio	1:14
	Total number of students	565
	Total number of students per phase	Phase 1: 50 Phase 2: 359 Phase 3: 156 Phase 4: N/A
	Pre-KG: number and gender	Boys: 0      Girls: 0
	Phase 1: number and gender	Boys: 29      Girls: 21
	Phase 2: number and gender	Boys: 211      Girls: 148
	Phase 3: number and gender	Boys: 88      Girls: 68
	Phase 4: number and gender	Boys: N/A      Girls: N/A

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	gender	
	Total number of Emirati students	0
	Pre-KG: Emirati number and gender	Boys: 0      Girls: 0
	Phase 1: Emirati number and gender	Boys: 0      Girls: 0
	Phase 2: Emirati number and gender	Boys: 0      Girls: 0
	Phase 3: Emirati number and gender	Boys: 0      Girls: 0
	Phase 4: Emirati number and gender	Boys: 0      Girls: 0
	Nationality groups (largest first)	1. Sudanese 2. Egyptian
	Total number of students with special educational needs	8



## PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
<b>ACCEPTABLE</b>	<b>ACCEPTABLE</b>

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 120 lesson observations, 51 of which were carried out jointly with school leaders.

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

The overall performance of the school is acceptable. This is the same as the previous review, with improvement in some of its work. Leaders' clear strategic direction in providing training programmes are resulting in improving students' achievement, notably from acceptable to good in Arabic as a First Language (AFL), Arabic as a Second Language (ASL), Islamic education and social studies in Phase 3; and in physical education (PE) in Phases 2 and 3. Students' personal development has improved from acceptable to good in Phase 3. Teaching and the use of assessment have improved from acceptable to good in the Arabic-medium subjects in Phase 3. The curriculum is broad and relevant, and the learning environment generally contributes to students' wellbeing. Governors are supportive of the school.

#### KEY AREAS OF STRENGTH:

- Students' improving achievement in AFL and ASL, Islamic education and social studies in Phase 3; and in PE in Phases 2 and 3.
- Students' understanding of Islamic values, and the culture and heritage of the UAE.
- Teachers' subject knowledge.
- The day-to-day management of the school.

#### KEY AREAS FOR IMPROVEMENT:

- Students' achievement and learning skills to be at least good in all subjects.
- The quality and impact of teaching and the use of assessment data to raise students' achievement in all subjects.
- The curriculum provision to cater for the different needs and abilities of all students.
- The impact of leadership and management on students' outcomes and leaders' capacity to further improve the effectiveness of the school.

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## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is acceptable overall.**

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

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Learning Skills		Acceptable	Acceptable	Acceptable	N/A
Islamic Education	<ul style="list-style-type: none"> <li>Students' achievement in Islamic education is acceptable overall in Phases 1 and 2, and good in Phase 3. The school's internal data indicates very good progress across phases. This does not match with what is observed in lessons and in students' work, where most children and students make expected progress over time in Phases 1 and 2, and the majority of students make better than expected progress in Phase 3.</li> <li>The school's internal data shows very good attainment in all phases. This does not align with what is seen in lessons and students' work where most students attain in line with curriculum expectations in Phases 1 and 2, and the majority of students attain above curriculum expectations in Phase 3. There is no external assessment data available for Islamic education.</li> <li>Most children and students make expected progress in Phases 1 and 2, and the majority of students make better than expected progress in Phase 3. In Phase 1, children learn about Islamic etiquette and are beginning to memorise simple Surahs from the Holy Qur'an. In Phase 2, students learn about being kind to others, respecting their elders, and giving to charity. They understand the meanings of some of the Holy Qur'anic verses and the Noble Hadeeth. Not all students are able to link their learning to Islamic law concepts. In Phase 3, students demonstrate a deep understanding of Seerah, the life of the Prophet Muhammad (PBUH), Islamic jurisprudence and identity. They develop good knowledge about Umrah (Islamic pilgrimage to Mecca) rituals, identify key rules such as Ihram, Tawaf, and Sa'iy; and analyse the significance of each one in relation to faith and spiritual discipline. They examine the role of kindness and forgiveness in Islam and discuss the Prophet Muhammad (PBUH) interactions with his companions and historical figures. Students' understanding of Islamic values and principles is strong in all phases. Students' recitation skills of verses from the Holy Qur'an, applying Tajweed rules correctly are less well developed in Phases 2 and 3.</li> <li>Different groups of students make similar rates of progress. At times, girls perform better than boys.</li> </ul>				
	Areas of Strength		Areas for Improvement		



	<ul style="list-style-type: none"><li>• Students' deep understanding of Seerah, the life of the Prophet Muhammad (PBUH), Islamic jurisprudence and identity in Phase 3.</li><li>• Students' understanding of Islamic values and principles in all phases.</li></ul>	<ul style="list-style-type: none"><li>• Children's memorisation of simple Surahs from the Holy Qur'an in Phase 1.</li><li>• Students' ability to connect their understanding of Islamic values such as charity and kindness, to broader Islamic law concepts in Phase 2.</li><li>• Students' recitation skills of verses from the Holy Qur'an, applying Tajweed rules correctly in Phases 2 and 3.</li></ul>
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Arabic

- Students' achievement in Arabic (AFL) and in Arabic (ASL) is acceptable overall, and it is good in Phase 3. The school's internal data indicates very good progress in both AFL and ASL in all phases. This does not match with what is seen in lessons and in students' work over time, where most children and students make expected progress in Phases 1 and 2, and the majority of students make better than expected progress in Phase 3.
- The school's internal assessment data shows very good attainment in Phases 1 to 3 in AFL and ASL. This does not align with what is seen in lessons and in students' work, where most students attain in line with curriculum standards in Phases 1 and 2, and the majority of students attain above curriculum standards in Phase 3. Students from Years 4 to 10 have taken part in TALA assessments, and their attainment is generally below the national expectation.
- Overall, most AFL and ASL students make expected progress in Phases 1 and 2, and the majority make better than expected progress in Phase 3. In Phase 1, children in AFL and ASL recognise letters and can pronounce them correctly. Writing skills are underdeveloped in AFL in Phase 1, and children in ASL have not fully developed their reading skills. In AFL, Phase 2 students can read simple words and sentences with basic vocabulary, identify and use prepositions. In ASL, Phase 2, students recognise letters and their positions in words. Their reading skills are improving. In Phase 3, AFL students can read a short paragraph, identify key vocabulary, and express their thoughts confidently. A minority of students are not able to form complex sentences in writing. In Phase 3, ASL students can analyse a story and demonstrate good listening, speaking, reading, and comprehension skills. Their writing is not well developed.
- Overall, in AFL and ASL, different groups of students make similar rates of progress. High- and low-attaining students are not always sufficiently challenged to make the progress of which they are capable.

**Areas of Strength**

- Students' reading and comprehension skills in AFL and ASL in Phase 2.
- Students' listening, speaking, reading and comprehension skills in AFL and ASL in Phase 3.

**Areas for Improvement**

- Children's early writing skills in AFL in Phase 1.
- Children's early reading skills in ASL in Phase 1.
- Students' writing skills in AFL and ASL in Phases 2 and 3.



Social Studies

- Students' achievement in social studies is acceptable overall. The school's internal assessment data indicates very good progress in Phases 2 and 3. This does not align with lesson observations and students' work, which show that most students make expected progress in Phase 2, and the majority make better than expected progress over time in Phase 3.
- The school's internal data indicates that attainment is very good in Phases 2 and 3. This is not evident in lessons and students' work, where most students attain in line with curriculum expectations in Phase 2, and the majority of students attain above curriculum expectations in Phase 3. There is no external assessment data for this subject.
- In Phase 2, students develop their understanding of national identity, citizenship, and UAE history. Students can explore the role of government policies in sustainability and water conservation. They discuss H.H. Sheikh Zayed bin Sultan Al Nahyan's (RIP) contributions to the UAE's economic and social development, including his efforts in preserving UAE heritage and fostering national identity. Students' ability to recall key facts, to analyse and to compare historical and modern UAE government policies are underdeveloped. A few students are unable to compare UAE infrastructure in the past with today. In Phase 3, students develop a good knowledge of the UAE history and economy, and colonial North America, economic exploitation and governance structures, and European migration. They can discuss the transformation of Abu Dhabi and examine economic growth, trade, and infrastructure development. Students can identify the economic motivations behind colonisation, their ability to critically assess the long-term political and economic consequences related to North America are less well developed.
- Overall, most of the different groups of students make similar rates of progress. High-attaining students do not always receive enough challenging tasks to increase their rates of progress.

Areas of Strength

Areas for Improvement



	<ul style="list-style-type: none"><li>• Students' understanding of UAE heritage and H.H. Sheikh Zayed bin Sultan Al Nahyan's (RIP) leadership in Phase 2.</li><li>• Students' knowledge and analysis of economic growth and governance, and the historical impact of trade on the national economy in Phase 3.</li></ul>	<ul style="list-style-type: none"><li>• Students' skills to compare historical with modern UAE government policies in Phase 2.</li><li>• Students' ability to find out how the UAE infrastructure has changed over the years in Phase 2.</li><li>• Students' ability to assess the impact of long-term colonisation and its consequences on the economy and politics related to North America in Phase 3.</li></ul>
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## English

- Students' achievement in English is acceptable overall. The school's internal assessment data indicates that students' progress is very good overall. This does not match with what is observed in lessons and in students' work over time, where most students make expected progress in Phases 1, 2 and 3.
- The school's internal assessment indicates that attainment is very good. This is not reflected in what is seen in lessons and in students' work, where most students attain in line with curriculum standards. CAT 4 results show that students' attainment in Phases 2 and 3 is broadly in line with national expectations. GLPTE data shows that attainment is in line with international expectations.
- Most children and students make expected progress in all phases. In Phase 1, children can speak using simple phrases and sentences. Through their strong knowledge of phonics, they can relate letters to their sounds and learn new words. Children's writing skills are insufficient. Across Phases 2 and 3, most students participate confidently in discussions, listening attentively and articulating their views effectively. In Phase 2, students understand the difference between fiction and non-fiction texts and are beginning to summarise key information. Students' comprehension and deeper understanding of texts is not well developed in Phase 2. In the upper years of Phase 3, students apply their oracy skills to express opinions, develop persuasive language to inform and to engage different audiences. In Phases 2 and 3, students are not able to produce extended pieces of writing, using a range of vocabulary and correct punctuation.
- All of the different groups of students make similar rates of progress. High-attaining and gifted and talented (G&T) students are not sufficiently challenged to accelerate their rates of progress.

### Areas of Strength

- Children's knowledge of phonics in Phase 1.
- Students' listening and speaking skills in Phases 2 and 3.

### Areas for Improvement

- Children's early writing skills in Phase 1.
- Students' reading and comprehension skills to deepen their understanding of texts in Phase 2.
- Students' extended writing skills, using a range of vocabulary and correct punctuation in Phases 2 and 3.



## Mathematics

- Students' achievement overall in mathematics is acceptable. In lessons and in their work, most students make expected progress over time in Phases 1 to 3. This does not align with the school's internal assessment which indicates good progress across the 3 phases.
- Internal school assessment data indicates students' good attainment in each phase. This does not align with what is seen in lessons and in students' work, where most students attain in line with curriculum standards in all phases. This aligns with students' potential, as measured by CAT 4. GLPTM is being used by the school for the first time and internal data indicates that students' attainment in Phase 2 is below expectations, and in line with expectations in Phase 3.
- In Phase 1, children, with adult support, can work in pairs using manipulatives to perform subtractions up to 10. Children can record the work as a subtraction sentence, although a minority cannot form numbers correctly. In Phase 2, students develop their number skills well and can calculate areas of compound shapes made from rectangles, and a few can calculate the lengths of missing sides given sufficient information. Students can use correct units for length and area. In Phase 3, students can identify the constant cross-sectional area of a prism and find the volumes of cuboids, cylinders, and triangular prisms. They can convert between standard units, that is kilograms to grams or centimetres to metres, for example, and round answers to a required accuracy. In Phases 2 and 3, a minority of students are not able to explain step-by-step reasoning or show their calculations in detail. In Phase 3, students do not always use their higher order thinking to solve more complex operations.
- All of the different groups of students make at least the expected progress. Boys make slightly better progress amongst the older students. High-attaining and G&T students do not always make the best possible progress of which they are capable.

### Areas of Strength

### Areas for Improvement





	<ul style="list-style-type: none"> <li>Students' development of number skills in Phase 2.</li> <li>Students' ability to calculate space and shape in Phases 2 and 3.</li> </ul>	<ul style="list-style-type: none"> <li>Children's accurate number formation in Phase 1.</li> <li>Students' skills to explain step-by-step reasoning and calculations, in Phases 2 and 3.</li> <li>Students' use of higher order thinking skills to solve more complex operations in Phase 3.</li> </ul>
Science	<ul style="list-style-type: none"> <li>Students' achievement in science is acceptable overall. In lessons and in their work, most students make acceptable progress over time across all phases. This does not align with the school's internal assessment data, which shows progress as being good in all phases.</li> <li>Internal assessment data indicates that attainment is good across all phases. CAT 4 results show that students' attainment in Phases 2 and 3 is broadly in line with national expectations. GLPTS assessment data for students from Years 4 to 10 indicates that their attainment is in line with national expectations. In lessons and in students' work, most students attain in line with curriculum standards.</li> <li>Most children and students make expected progress overall. In all phases, students apply science concepts to the environment. In Phase 1, children can name parts of a plant and learn new scientific terms. They do not have access to enough practical activities to develop their scientific skills. In Phase 2, students explore concepts such as the stem's role in water transport and the properties of different states of matter. They can use scientific terms correctly and are beginning to explain their findings. Their investigative skills are less well developed. In Phase 3, students conduct practical activities such as in food testing and observe acid-base reactions. They follow predesigned step-by-step experiments, using the laboratory. Students do not routinely hypothesise, design, experiment their own tasks and reach a conclusion.</li> <li>Most of the different groups of students, including boys and girls make similar rates of progress. High-attaining and G&amp;T students do not have access to highly challenging tasks to accelerate their progress.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Students' application of science concepts to the environment in all phases.</li> <li>Students' appropriate use of scientific terminology and reasoning skills, especially in Phase 2.</li> </ul>	<ul style="list-style-type: none"> <li>Children's practical scientific experiences in Phase 1.</li> <li>Students' investigative skills in Phase 2.</li> <li>Students' ability to independently design, hypothesise, experiment and reach a conclusion in Phase 3.</li> </ul>
Other subjects	<ul style="list-style-type: none"> <li>Students' achievement in other subjects is acceptable overall. In lessons and in students' work, the majority of students make better than expected progress over time in PE in Phases 2 and 3; and most students make expected progress in PE in Phase 1, art, information technology (IT) and business studies across the school. The school does not have internal progress assessment data for other subjects.</li> <li>There are no internal or external assessments for attainment in other subjects. In lessons and students' work, the majority of students attain above curriculum expectations in PE in Phases 2 and 3 and most students attain in line in Phase 1, and most students attain in line with curriculum expectations in other subjects across phases.</li> <li>In art in Phase 1, children use crayons to create simple pictures; in Phase 2, students can draw pictures using sandpaper and wooden spoons; and in Phase 3, students can explore abstract portraits. Their independent creative skills are less well developed across the school. In PE in Phase 1, children engage in movement and learn to play games safely. In Phases 2 and 3, students develop good gymnastics, basketball, athletics skills and fitness levels, and enjoy teamwork and competitive sports. In IT in Phase 1, children do not have access to a range of tools to support the development of their technological skills. Phase 2 students are developing their skills to use a software application to create their favourite scenes, and in Phase 3, students are learning to use computer design software and to explore the different types of networks. In French, students learn new words, although their communication skills are underdeveloped. In business studies, in Phase 3, students' learning about the importance of business location, marketing and globalisation is a positive feature.</li> <li>Overall, there is no significant variation in the rates of progress made by different groups of students. G&amp;T students do not always make as much progress as they should.</li> </ul>	

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	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> <li>Students' teamwork and competitive skills in sports in Phases 2 and 3.</li> <li>Students' knowledge of business location, marketing and globalisation in Phase 3.</li> </ul>	<ul style="list-style-type: none"> <li>Students' independent creative skills in art across the school.</li> <li>Children's access to a range of tools to support their IT skills in Phase 1.</li> <li>Students' communication skills in French in Phase 3.</li> </ul>
Learning Skills	<ul style="list-style-type: none"> <li>Students' learning skills are acceptable overall. Across the school, most children and students have positive attitudes towards learning. When given the opportunity, they take responsibility for their own learning and take appropriate steps to improve their work. For example, in IT in Year 3, students follow instructions to access a programme to improve their creative work.</li> <li>In Phase 1, children enjoy learning and can work collaboratively with their peers while exploring different activities. In Phase 3, students work as a member of a team, interact and share their views with others. The quality of how they communicate their learning is variable in most subjects, particularly in Phase 2.</li> <li>Students make appropriate connections in most subjects and with other areas of learning and real-life situations in all phases. For instance, in Year 3 in art, students draw landscape pictures and make links with places they have visited; in Year 5 social studies, students explore the different types of trade that existed in the past and make links between the UAE and other neighbouring countries; and in Year 8 Islamic education, students learn about the importance of cleanliness in Islam and discuss the role of how the lack of cleanliness and hygiene impacts on public health and environmental sustainability.</li> <li>Students take part in enterprise events, for example, to raise charitable funds to support others; and generally, ask questions and try to find out things for themselves. Students do not always have the use of learning technologies or practical resources to support their learning and to assist further research. Their critical thinking and innovation skills are underdeveloped across phases.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"><li>Students' interaction and collaboration skills in Phase 3.</li><li>Students' application of their learning to real life situations in all phases.</li></ul>	<ul style="list-style-type: none"><li>Students' communication skills in most subjects in Phase 2.</li><li>Students' use of learning technologies and practical resources to support their learning and assist research in all phases.</li><li>Students' innovation and critical thinking skills across the school.</li></ul>
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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 acceptable overall.**

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Good	Acceptable	Good	N/A

- Children and students demonstrate positive attitudes to learning across the school. In Phases 1 and 3, children and students behave positively in lessons and move in an orderly manner around the school. In Phase 1, children know that they need to share resources fairly and to take turns. In Phase 2, a few students do not always follow the school's behaviour rules.
- Most students have courteous relationships with their teachers and peers and are sensitive to the needs of students with special educational needs (SEN). In Phase 2, a few students do not develop a cordial rapport with others, and this affects the quality of friendship with their peers.
- Students know how to lead safe and healthy lives. They engage well in PE lessons and sports competitions; and in Phase 1, children enjoy outdoor play activities and learn to climb the apparatus safely. Students participate in events such as Health Week and Heart Day to raise awareness about the importance of health and wellbeing; and in Phase 1, children know that they need to wash their hands before eating and to drink enough water to keep hydrated.
- Students' attendance at 94% is good and has improved since the previous review from being below the average. Students arrive at school punctually and attend lessons on time.

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Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Good	Good	N/A
<ul style="list-style-type: none"><li>Students show good understanding and appreciation of how Islamic values influence life in UAE society, and this is reflected positively in the way they respect the recitation of the Holy Qur'an verses in lessons and assemblies, and lead on the reading of the Noble Hadeeth. Students appreciate the presence of the mosques in Sharjah to remind Muslims of the time to pray and to reflect on their actions. In Phase 1, children are developing their knowledge of Islam and its values.</li><li>In Phases 2 and 3, students have a good knowledge of UAE culture and heritage, for example, singing the national anthem, taking part in events such as National, Flag and Martyrs' Day celebrations, and appreciating the efforts of the UAE rulers in their roles to develop the economy of the country. In Phase 1, children know about the colours of the UAE flag.</li><li>Students have good knowledge of their own cultures and traditions and appreciate the cultural diversity around them. For example, students confirm that during the Culture Days, they learn about the heritage and backgrounds of their friends; and older students talk about the different cultures they learn about in subjects such as in English and history.</li></ul>				
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	N/A
<ul style="list-style-type: none"><li>Students undertake roles in the school such as school counsellors and helpers. In Phase 1, children enjoy the role of teacher-helper. Students take part in collecting and donating items to charities. Their contribution to the local community is increasing steadily.</li><li>Students enjoy their work and take part in enterprise events to support their community; and older students lead on entrepreneurship activities such as in business studies. Students participate in some creative activities such as in art and design and technology; and in Phase 1, children enjoy drawing their favourite pictures. Students' innovation skills are not fully developed across the school.</li><li>Students take part in sustainability events and recycling activities to save the environment. They care for their school as evident in the way they keep it clean and free from litter and help watering plants in the outdoor area. Older students have participated in COP 28 to address the issues related to climate change. Students do not contribute to enough projects to further promote sustainability and conservation beyond the local community.</li></ul>				

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#### Areas of Strength:

- Students' improving attendance across the school.
- Students' appreciation and understanding of Islamic values, UAE culture, and heritage, particularly in Phases 2 and 3.

#### Areas for Improvement:

- Students' ability to apply the behaviour rules and to establish positive relationships with their peers, particularly in Phase 2.
- Students' development of their innovation skills in all phases.
- Students' contribution to projects that promote sustainability and conservation beyond the local community in all phases.

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

**The quality of teaching and assessment is acceptable overall.**

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

- The overall quality of teaching and assessment is acceptable. Most teachers have secure subject knowledge and are improving their understanding of how students learn and develop, especially in AFL and ASL, Islamic education and social studies in Phase 3.
- Teachers provide a welcoming learning environment, plan lessons and share the learning objectives with students so that they are clear about their expectations. They use the available resources and materials, including videos to support students' learning, and manage time appropriately to enable students to accomplish their tasks.
- In general, teachers talk to students and encourage dialogue and positive interaction amongst students. They do not use questions well enough to deepen students' understanding or to help them to think more critically about their own learning. In the best lessons, teachers adapt tasks that address the needs and abilities of different groups of students and ensure tasks are sufficiently challenging to increase students' progress and the



chance for them to learn from each other. This is not yet customary practice across the school.

- Teachers give students the opportunity to work independently and to solve problems. for example, in IT in Year 10, students learn to differentiate between the various networks and how to improve the internet services; while in Year 11 mathematics, students find out about volumes of prisms. The promotion of students' innovation, critical thinking and problem-solving skills across all subjects is not sufficiently developed across the school.

Assessment	Acceptable	Acceptable	Acceptable	N/A
<ul style="list-style-type: none"><li>The internal assessment processes are acceptable across all phases and appropriately link to the school's curriculum standards. They provide teachers with baseline performance information and the termly progress of students across all grades and subjects. In Phase 1, teachers make observations of what children know, understand and can do to inform their next steps which are shared with parents. Assessment data does not routinely provide a realistic picture of students' achievement in most subjects in Phases 2 and 3 as it is overly generous. The school compares students' academic outcomes against national, external, and international expectations, including CAT 4, GLPT and TALA.</li><li>The school leaders analyse assessment data on individuals to identify students who are making better than expected progress or underachieving. They share this information to influence teaching, for example to inform on-going assessment and future planning. In the most effective lessons, teachers assess students' learning regularly and cater for their needs and aspirations. This practice is not consistent across the school.</li><li>Most teachers have reasonable knowledge of students' strengths and what they need to improve next. In lessons, teachers in all phases typically offer students useful oral feedback and encourage them to improve their work. Written feedback in books is less constructive and is mostly based on ticks and praise. Plenaries and peer-assessments are inconsistently used to support students' next steps in learning.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>Teachers' subject knowledge in most subjects, especially in Phase 3.</li><li>Teachers' oral feedback to students during lessons in all phases.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>Teachers' use of high-quality questions, checking the reliability of the data, and planning that matches with students' learning needs and abilities across the school.</li></ul>				

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- Teachers' support for students to further improve their innovation, critical thinking, and problem-solving skills across all subjects and phases.
- Teachers' responsibility to build in time for plenaries and peer-assessment and the use of constructive comments in marking to show students how to improve the quality of their written work across the school.

#### PERFORMANCE STANDARD 4: CURRICULUM

**The quality of the curriculum is acceptable overall.**

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

- The curriculum is based on the NCfE and is reasonably broad, balanced and compliant with the Ministry of Education (MoE) statutory requirements for the delivery of the Arabic-medium subjects. The curriculum provides children in Phase 1 with additional experiences to develop their language and mathematical skills and offers French and business studies in Phases 2 and 3. In most key subjects, there is adequate continuity and progression between grades and phases, which prepare most students adequately for the next stages of their learning
- Curricular choices are designed to develop students' interests and to meet their aspirations and include English, mathematics, sciences, business studies, PE and MoE subjects. Planned cross-curricular links are meaningful and their implementation is beginning to have a positive impact on helping students to transfer knowledge and skills from one subject to another. For example, in Islamic education and social studies, students make useful links with English and science to enhance their learning.
- The school's senior leaders have conducted reviews of the curriculum which are having a positive impact on helping children in Phase 1 to learn phonics systematically; and on improving students' achievement in the Arabic-medium subjects in Phase 3 and in PE in Phases 2 and 3. Leaders are aware that further curriculum development is required to ensure that all actions have a positive impact on improving students' performance in most subjects to at least a good level.





Curriculum adaptation	Acceptable	Acceptable	Acceptable	N/A
<ul style="list-style-type: none"><li>The school makes adequate modifications to the curriculum to cater for the needs of most groups of students. For example, the weekly extra session in Arabic, helps students to improve their reading and comprehension skills. The curriculum adaptation is not yet effective in meeting the needs of the high attaining students and those identified with G&amp;T who do not always receive adequate challenge to maximise their learning.</li><li>The school's curriculum provides the chance for students to develop their enterprise skills, such as in raising funds to support others. The daily assemblies provide valuable opportunities for students to lead on events, developing their confidence and leadership skills. The curriculum is enriched by a range of extra-curricular activities, including reading, recitation of verses from the Holy Qur'an and sports' competitions. The development of innovation skills is not consistently promoted in most lessons.</li><li>There are strong links with the Emirati culture and UAE society, and these are well embedded in the school's work. For example, in assemblies, students learn about Israa and Miraj (Miraculous Night Journey) and refer to how the mosques in Sharjah encourage prayer and reflection on special events in the Islamic calendar. Students actively take part in a range of celebrations, including Flag, Martyrs' and National Days.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>The planned cross-curricular links to enhance learning across all phases.</li><li>The strong links with the UAE culture and heritage to support students' understanding of the Emirati values across the school.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>The development of continuity and progression within the curriculum in all subjects to accelerate learning and improve students' outcomes in all phases.</li><li>The further adaptation of the curriculum to support the needs and aspirations of all students, particularly the high attainers and those with G&amp;T in all phases.</li><li>The planned opportunities to promote innovation in lessons in all phases.</li></ul>				



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>The school has adequate safeguarding procedures and provides appropriate training for staff to ensure the protection of children from all forms of abuse, including bullying. Whilst staff, students and most parents are aware of these, a few parents and their children express concerns regarding being safe on campus as noted in the external surveys. The school is pro-actively engaging with parents who have limited contact with the school, to raise awareness and change their perception. The school's site is safe and secure with security guards on all gates throughout the day. Staff supervision in corridors, outdoor spaces and with students getting on and off the buses, as well as during the bus journeys, are effective.</li><li>Health and safety teams undertake risk assessments on the premises and resources, including fire equipment. Buildings are hygienic, and repairs are undertaken efficiently. Suitable records are maintained including logs of incidents and the actions taken. The classrooms and specialist facilities provide a safe learning environment that is fit for purpose. There are ramps in school, although there is no lift at present to allow access to the first floor of the building for students and adults with restricted mobility.</li><li>The school actively promotes healthy living, such as taking successful actions to support over-weight students. Assemblies and workshops for students encourage and support them to make healthy lifestyle choices. In Phase 1, children know that eating fruit is good for them.</li></ul>				
<b>Care and support</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>

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- Relationships between teachers and students are mostly positive. The school's policies and systems for managing behaviour are appropriate although identified additional training has not yet been provided to support the behaviour management practice of less experienced teachers, especially in Phase 2.
- The school has been successful in improving rates of attendance, and the office staff are pro-active in contacting parents when their children are late to school. Students are typically punctual to lessons after breaks.
- The school identifies students with SEN through a combination of teachers' referral, specialist observation and analysis of assessment data. Once identified, and if progress is not as expected, further testing is conducted by qualified specialists to establish the students' individual needs. The inclusion department provides both direct support to students with identified needs through small group interaction with a specialist, and advice to teachers.
- Teachers observe students and note their talents and/or gifts. G&T students have access to extra-curricular activities, including reading in Arabic and English, recitation of the Holy Qur'an and sports competitions to meet their interests and aspirations. They do not always receive sufficient challenge in lessons so that they can make the best progress.
- The school surveys students and parents throughout the year and uses drop boxes where concerns can be raised, anonymously if necessary. Adult support through teachers, the social worker or the inclusion department is available to students who seek personal, emotional, or social help. Guidance for students is provided in lessons and workshops. Older students receive guidance on future education choices beyond Year 11.

#### **Areas of Strength:**

- The successful actions the school is taking to ensure students develop healthy lifestyles and make good choices across the school.
- Students' good attendance and punctuality across the school.

#### **Areas for Improvement:**

- The well-targeted education for students and parents on the safeguarding and child protection measures that are in place across the school and on how to seek out, listen to, and act upon any concerns raised.
- The training and support for the few teachers with less effective classroom management skills, particularly Phase 2.
- Teachers' consistent support for students with SEN in mainstream lessons and the challenge for G&T students in lessons in all phases.

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## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

**The quality of leadership and management is acceptable overall.**

### Indicators:

#### The effectiveness of leadership

#### Acceptable

- The principal and his leadership team share the school's vision with staff and other stakeholders and show commitment to the UAE national and Emirate priorities. Most leaders demonstrate adequate knowledge and understanding of best teaching practice, assessment and the curriculum. They observe teachers and offer them feedback; and this has led to good improvement, particularly in the Arabic-medium subjects in Phase 3. Relationships and communication between members of staff are professional and morale is positive. The school has distributed leadership amongst most staff to ensure accountability for students' outcomes. A minority of middle leaders have not fully developed their roles to further support teachers and to hold them more to account for students' performance.
- The school leaders have addressed some barriers to learning, such as in improving children's and students' phonics skills in English and giving students more opportunities to develop their physical skills. They have acknowledged that there is more work to do in order to improve students' achievements in all subjects. They demonstrate sufficient capacity to make further improvements. Leaders ensure that they have enough teachers to teach the required curriculum.

#### Self-evaluation and improvement planning

#### Acceptable

- The school's self-evaluation form (SEF) includes the views of staff, parents and other stakeholders and provides information about the school's internal and external examinations. This helps the school to highlight its strengths and to identify the key priorities for improvement. Some of the internal assessment is overly generous. The school's improvement planning is linked to the SEF and includes measurable targets and systems for monitoring and evaluation, and recent plans have shown improvements in the quality of teaching and assessment and students' achievements, especially in AFL and ASL, Islamic education and social studies in Phase 3, and in PE in Phases 2 and 3. Improvement over time has not yet resulted in a demonstrable impact on improving students' performance in all subjects and standards across the school.



<b>Partnerships with parents and the community</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>The school engages parents in their children's learning and the life of the school. The Parent Council provides regular feedback to the school about parents' views, and involves parents in activities and events, including Eid celebrations and National Days. Communication between the school and home is regular through open evenings, orientation and parents' meetings. Parents also receive regular reports on their children's academic performance, personal development, and next targets, and attend individual meetings with teachers to discuss their children's education. The school provides extra support for a group of the parents whose children exhibit challenging behaviour.</li><li>The school has developed close partnerships with community groups such as health professionals and fire emergency services, for example, students benefit from the support of a nutritionist on healthy lifestyles. Students are beginning to contribute to the community as evident in their chess competitions and the Holy Qur'an recitation. The school works with its sister school, following the MoE curriculum, and has not fully established links with international schools to enhance teaching and learning of the NCfE to improve students' performance.</li></ul>	
<b>Governance</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>The governing board includes representatives from the owners, the school staff, parents, students and other stakeholders. Governors seek the views of the senior leaders, parents and others to gain knowledge about the school, and respond constructively to parents' comments and suggestions. Survey responses indicate that a few parents and students express their dissatisfaction with the way the school responds to their concerns. Governors visit the school regularly and hold meetings with the senior leadership team. They have not interrogated students' assessment data with sufficient rigour to check how the different groups of students are performing. Governors ensure that the school is appropriately staffed, and security procedures are appropriately in place.</li></ul>	
<b>Management, staffing, facilities and resources</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>Day-to-day management of the school and its routines run smoothly. Staff are suitably qualified, yet most teachers and middle leaders have not received enough focused training to help them further improve their teaching practices and how to manage their subjects</li></ul>	

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effectively. In general, premises, facilities, and specialist teaching areas are adequate. Outdoor spaces are small and well deployed for recreation and physical activities. Practical resources and learning technologies are insufficient to support teaching and learning, particularly in Phases 1 and 2. There is no lift in school.

#### **Areas of Strength:**

- The school leaders' clear vision and direction.
- The positive morale of the staff across the school.

#### **Areas for Improvement:**

- The school leaders' responsibility to provide specific training for teachers and middle leaders, and to verify the validation of assessment data and its use to maximise the learning of all students.
- The school's response to parents' expectations and concerns, and engagement in partnerships with international organisations to enhance teaching and learning.
- The role of the governors to rigorously check students' performance, and to provide a lift and additional practical resources and learning technologies, especially for Phases 1 and 2.

### **SPEA ADDITIONAL FOCUS AREAS**

#### **Provision for Arabic Language**

- There are 6 Arabic teachers who teach Arabic for AFL and ASL students. The ratio of teachers to students is 1:94.
- Since the previous review, the school has purchased extra books in Arabic. There are approximately 350 fiction and 450 non-fiction books in the main library. There are two libraries on the lower and upper floors that contain a small selection of fiction and non-fiction books. In Phase 1, there is a selection of books for children to access. Students and their teachers use the library every other week. Students read books that are appropriate for their ages and stages of development. Teachers and the librarians encourage students to read and to summarise their stories.
- The Arabic Department organises events, including a Reading Challenge, Poetry Competition and a Research Competition in Arabic. Teachers provide Arabic lessons after school at least once a week to help students who need extra support.



- Parents are informed about their children's progress at parents' consultation meetings. Teachers share the reading plans with parents so they can support their children's reading at home.

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

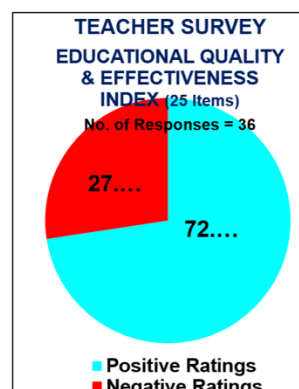
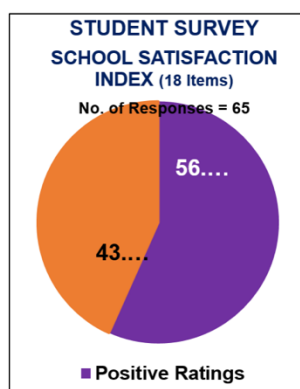
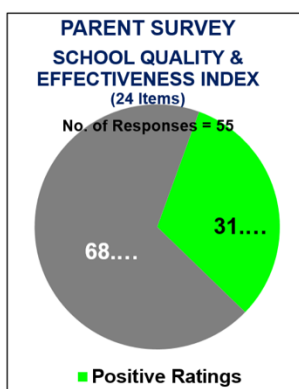
- The school takes part in external assessment to meet SPEA requirements and the UAE National Agenda. It has participated in CAT 4 tests for students in Years 4, 6, 8 and 10 and used the assessments to identify the high-attaining and G&T students. Students from Years 4 to 10 took part in GLPT assessments and their attainment is in line with national expectations in English and science; and in mathematics, their attainment is below the national expectations in Years 4, 5 and 6, and it is in line in Years 7, 8, 9 and 10. Students from Years 4 to 10 participated in TALA assessment, and their attainment is generally below the national expectations.
- Teachers of English have attended training to support students in guided reading so that they develop their reading and analytical skills. Recently, teachers of mathematics and science have received training to help them further improve their teaching practices, and how to develop students' critical thinking and problem-solving skills.
- Students know their scores and understand how to improve their future assessments.
- Teachers share the international benchmarking tests with students and parents through the school orientation meetings and at open evenings.

### **Provision for KG**

- The provision in the Foundation Stage 2 (FS2) consists of 2 classrooms with a class teacher and a classroom assistant. The teacher to child ratio is 1:25.
- The learning environment in FS2 is based on the 7 areas of learning of the EYFS curriculum, and it is adequately organised. Each classroom has designated reading and writing areas; and it is complemented by facilities that support free-flow and child-initiated learning. Resources and furniture are appropriate for children's ages and stages of development. There are not enough practical resources to help children explore further.
- The outdoor environment is sheltered and includes a climbing apparatus and swings. Children also use an indoor activity room that consists of soft play and tools to practise their gross motor skills. Both areas are well deployed to support children's learning and development.
- Arrangements for children's induction to Phase 1 and transition to Year 1 are well organised. Parents and children visit the setting, get to know the teachers, classrooms assistants and the environment. Teachers provide regular guidance to parents on how to support their children's learning and development.



## VIEWS OF STAKEHOLDERS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement and learning skills by:
  - providing more activities for students in AFL and ASL to practise their reading and writing; and in English to engage in more reading and writing tasks, to apply correct grammar and to use new vocabulary in their work.
  - offering more activities for students in Islamic education to practise the recitation of the Holy Qur'an applying Tajweed rules, to understand and to make links with Islamic concepts and law; and in social studies to compare between historical events and to make conclusions.
  - providing more practical tasks in mathematics to help children form numerals correctly and for students to show their calculations and to tackle challenging operations; and in science to allow children to have access to more practical activities, and for students to hypothesise, to investigate and to report their findings.
  - developing students' communication and collaboration, by adapting the curriculum to further encourage innovation, problem-solving and to support critical thinking skills.
- Improve the quality and impact of teaching and assessment on students' achievement by:
  - ensuring that teachers check the accuracy of the assessment information they collate on students, ask questions that extend learning, and to consistently deliver activities

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and tasks that meet the different learning needs and abilities of students, especially the high attaining and G&T students.

- providing consistent support for students with SEN in lessons.
  - ensuring that teachers offer more learning experiences for students to be innovative in their work and to improve their critical thinking and problem-solving skills.
  - ensuring training and support takes place for the few teachers with less effective classroom management skills, particularly Phase 2.
  - providing more plenaries and opportunities for students to evaluate the quality of their written work and to assess the work of their peers.
- Improve the curriculum provision to cater for the different needs and abilities of all students by:
    - adapting the curriculum to further challenge the high attaining and G&T students across subjects and to support innovation and social contribution.
    - forming partnerships with other schools following the NCFE to enrich the English-medium subjects.
  - Improve the impact of leadership and management on students' outcomes by:
    - providing well-matched training for middle leaders so that they can support and monitor the quality of their subjects effectively and to hold teachers more accountable for students' outcomes.
    - ensuring that governors triangulate the attainment and progress against students' work, find ways with the school leaders to support the few parents' perception about behaviour and safety.
    - provide more practical resources and to install a lift to allow easy access to the upper floor of the building.

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.



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

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