



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN  
Programme

# School Performance Review REPORT | (SPR)



إتقان ITQAN

**FAR EASTERN PRIVATE SCHOOL – BRANCH 1**  
3 to 6 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	214
	School location	Halwan, Sharjah
	Establishment date	2016
	Language of instruction	English
	School Curriculum	Philippine
	Accreditation body	-
	Examination Board	N/A
	External Assessments International and Curriculum Benchmark Assessments	Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS) Progress in International Reading Literacy Study (PIRLS) Assessment of Scholastic Skills through Educational Testing (ASSET) Philippine Department of Education assessment (PASS) Cognitive Abilities Test (CAT 4)
Staff	Fee Range	AED 3,700 to AED 8,500
	Principal	Marlon Rita
	Chair of board of governors	Hamdan Al Ansari
	Total number of teachers	40
	Total number of teaching assistants	5
	Turnover rate	4%
Students	Teacher: student ratio	1:26
	Total number of students	1,047
	Total number of students per cycle/phase	Phase 1: 107 Phase 2: 300 Phase 3: 417 Phase 4: 223
	Phase 1: number and gender	Boys: 47    Girls: 60
	Phase 2: number and gender	Boys: 166    Girls: 134



	Phase 3: number and gender	Boys: 180   Girls: 237
	Phase 4: number and gender	Boys: 118   Girls: 105
	Total number of Emirati students	0
	Nationality groups (largest first)	Filipino
		Pakistani
	Total number of students with special educational needs	12



## 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 7 reviewers and 97 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 acceptable. This is the same since the previous review visit. The school is a safe and respectful learning environment. Processes to manage and improve students' levels of attendance are effective. Students' achievements and the quality of teaching are stronger in Phases 3 and 4 than in Phases 1 and 2. The leadership team are beginning to identify and implement strategies to improve teaching, lesson planning, and assessments. While these initiatives are in the early stages, they aim to drive steady improvement across all subjects and phases. The school is working towards developing a more positive ethos that promotes students' personal development, wellbeing, and a strong sense of responsibility, in alignment with UAE educational priorities.

#### KEY AREAS OF STRENGTH:

- Students' progress in mathematics and English particularly in Phases 3 and 4.
- Students' attitude, behaviour and positive relationships with others.
- The relationship between teachers and students across the school.
- Attendance across all phases.
- The schools' strong parental involvement.

#### KEY AREAS FOR IMPROVEMENT:

- Students' progress and attainment across Phases 1 and 2 and also in Arabic as a second language (ASL).
- The quality of teaching, especially in Phases 1 and 2.
- The use of assessment data to inform teaching, curriculum modifications and self-evaluation.
- The identification and support for students with special educational needs (SEN) and gifted and talented (G&T) students.

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- Middle leaders' capacity and their professional development to support and improve teaching.
- The facilities, resources and learning environment in Phase 1.

## 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	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as an additional Language)	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
Social Studies	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good	Good
Science	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Acceptable	Acceptable	Good	Good
Other subjects	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good	Good

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(Art, Music, PE)					
Learning Skills		Acceptable	Acceptable	Good	Good
Islamic Education	<ul style="list-style-type: none"> <li>Students' achievement in Islamic Education is acceptable overall. Children in Phase 1 do not study Islamic education. The school judge the progress to be more than expected for the majority of students across Phases 2, 3 and 4. This does not match with the findings observed in lessons and students' recent work, where most students make expected progress in Phases 2, 3 and 4.</li> <li>There are no external or benchmarked assessments in Islamic education. Internal assessment data indicates most students' attainment is in line with curriculum expectations in Phase 2 and above for the majority of students in Phases 3 and 4. This was not observed during the review visit, and most students demonstrate knowledge and skills at levels aligned with curriculum expectations.</li> <li>In Phase 2, students make progress in explaining the concepts of obligatory and voluntary prayers, how many there are, and when Muslims can perform them. A few students were able to explain the wisdom behind these prayers. In Phase 3, the students make progress in understanding the Islamic teaching of Zakat, giving to charity, and in their understanding that this is one of the five pillars of Islam. With the teacher's assistance, the students make progress comparing Zakat with Sadaqah (charity) and calculating the percentage of Zakat. The students make less progress in linking Zakat and charity to the Noble Hadeeth or verses from the Holy Qur'an. By Phase 4, students understood the Sunnah as the teachings of the Prophet Muhammad (PBUH). Students' knowledge of the authority of Sunnah from the Holy Qur'an is limited.</li> <li>The progress of all groups of students is similar. In Phase 4, girls make more progress than boys.</li> </ul>				
	Areas of Strength		Areas for Improvement		
	<ul style="list-style-type: none"> <li>Students' understanding of Islam and the practices of Muslim prayers.</li> <li>Students' understanding of the five pillars of Islam and their significance in the lives of Muslims.</li> </ul>		<ul style="list-style-type: none"> <li>Students' deeper understanding of the meanings of Surahs and the Noble Hadeeth across all phases.</li> <li>Students' knowledge of the Zakat and the link to the Noble Hadeeth in phases 2 and 3.</li> </ul>		



Arabic	<ul style="list-style-type: none"><li>Students' achievement in Arabic as a second language (ASL) is acceptable overall. Children in Phase 1 and Phase 4 do not study ASL. Internal assessment data indicates most students make more than expected progress in Phases 2 and 3. This does not match with the findings observed in lessons and students' recent work, where most students make expected progress in Phases 2 and 3.</li><li>There are no external assessments in ASL. The school's internal data indicates that in Phases 2 and 3, most students attain levels above curriculum expectations. This is not evident in lessons where most students demonstrate knowledge and skills that are in line with curriculum expectations.</li><li>In Phase 2, students make progress in reading skills. Students' progress in communicating verbally using complete sentences and phrases is limited. In Phase 3, students make progress in forming simple sentences. They have developed appropriate Arabic vocabulary to write simple sentences with the teacher's guidance. The students can read simple sentences and require help to understand the meaning. Across Phases 2 and 3, students' writing skills are less developed.</li><li>The progress of all groups of students is similar. In Phases 2 and 3, girls make more progress than boys.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' listening skills in Phases 2 and 3.</li><li>Students' emerging reading skills in Phases 2 and 3.</li></ul>	<ul style="list-style-type: none"><li>Students' skills and fluency in speaking in real and meaningful contexts in Phases 2 and 3.</li><li>Students' writing skills for a range of different purposes in Phases 2 and 3.</li></ul>



**Social Studies**

- Students' achievement in social studies is acceptable overall. It is acceptable in Phase 2 and in Phase 3. Children in Phase 1 do not study social studies. Internal assessment data indicates that most students' progress is at expected levels in Phase 2 and in Phase 3. This matches with the findings observed in lessons and students' recent work, where most students in Phase 2 and in Phase 3 make the expected progress in relation to starting points and the curriculum standards.
- There are no external assessments in social studies. The school's internal data shows that in Phase 2 only a majority of all students' attainment is in line with curriculum expectations. In Phase 3, internal data indicates that most students' attainment is in line with curriculum expectations. This aligns with what is seen in lessons and students' work, where most students demonstrate knowledge and skills at levels that are at least in line with curriculum expectations in Phase 2 and in Phase 3.
- In Phase 2, students make progress in understanding conflict and its various forms, including avoidance, compromise, and collaboration. Higher attainers provide some real-life examples, such as avoiding conflict or engaging in challenges. A few students struggled to explain people's different approaches to managing conflicts. In Phase 3, most students make progress in grasping the impact of the Aflaj irrigation channel on the lives of the citizens in the UAE.
- Most students from different groups are making similar progress. Higher attainers make more progress than other groups of students.

**Areas of Strength**

- Students' understanding of the basic concept of conflict styles in Phase 2.
- Students' understanding of irrigation in the UAE and its benefits to local communities in Phase 3.

**Areas for Improvement**

- Students' deeper understanding of conflict and recognition of real situations around the world and how this is managed in Phase 2.
- Students' deeper understanding of the historical and cultural significance of the Aflaj irrigation system to enhance their appreciation of UAE heritage in Phase 3.



English

- Students' achievement in English overall is acceptable. In lessons and over time, the majority of students make expected progress in Phases 1 and 2 and the majority make more than expected in Phases 3 and 4. The school's internal data indicates that most students make more progress than expected in all phases.
- There are no external examinations for Phase 1. Internal data suggest that attainment in Phases 1, 2 and 3 is in line with curriculum standards for most students and above for the majority of students in Phase 4. External ASSET benchmark assessment data suggests attainment is in line with curriculum expectations for only the majority in Phases 2 and 3 overall. In PASS external assessments, results suggest attainment is in line with expectations for most students. Students demonstrate knowledge and skills in lessons and in their work that indicates attainment is in line with curriculum standards for the majority of students in Phases 1, 2 and 3 and above for the majority in Phase 4.
- In Phase 1, children are making progress in learning to identify the sounds in words. Children are learning to use their knowledge of letter sounds to read and write simple words. Only higher attainers in Phase 1 are beginning to read and write short sentences. In Phase 2, students make progress in identifying common and proper nouns in sentences. In Phase 3, students are able to discuss the differences between different texts and write short sentences with examples to illustrate their understanding. In Phase 4, students make progress in explaining the importance of monologue in revealing a character's inner thoughts and motivations. Students share poems about their lives, expressing how their experiences, feelings, and thoughts have shaped their character. All students expand their vocabulary through the initiative English Word of the Day during morning assemblies.
- Most groups of students make similar progress except for those with SEN and G&T students, whose needs are not fully met.

**Areas of Strength**

- Students' use of grammar in building their language skills in Phase 2.
- Students' ability to express themselves through poetry in Phase 4.

**Areas for Improvement**

- Children's reading and writing skills in Phase 1.
- Students' imaginative writing skills, particularly in Phases 2 and 3.



Mathematics

- Students' achievement in mathematics is acceptable overall. In Phases 1 and 2, most students make the expected progress and in Phases 3 and 4 the majority make more than the expected progress. In the lesson and their work, most students make the expected progress in Phases 1 and 2 and the majority of students make more than the progress in Phases 3 and 4. This does not match the school's internal data which indicates progress is at expected levels in all phases for most students.
- There are no external examinations for Phase 1. External ASSET benchmark assessment results suggest that attainment in Phases 1, 2 and 3 is in line with curriculum standards and that attainment in Phase 4 is above curriculum standards for the majority. In TIMSS, results indicate attainment is in line with curriculum standards in Phases 2 and 3. In PASS external assessments, results suggest attainment is in line with expectations for only a majority of students in Phases 2 and 3. In lessons, most students in all phases demonstrate knowledge and skills in line with curriculum standards in Phases 1, 2 and 3 and above curriculum standards for the majority in Phase 4.
- In Phase 1, children make progress solving simple addition problems. Their progress in counting is limited. In Phase 2, students make progress in identifying the rules and steps for multiplying proper fractions and multiplying two numbers. Their ability to solve problems independently is still developing. In Phase 3, students make progress in defining sets and classifying elements as members or non-members. They can also formulate strategies to solve complex problems involving multiple radical operations, clearly outlining the steps involved. In Phase 4, students make progress in defining polynomial functions and calculating formulas to explore the concepts of angles of elevation and depression. Mental mathematics is progressing slowly, especially in Phases 1 and 2.
- Overall, the majority of student groups make better progress than expected.

Areas of Strength

- Students' understanding and application of formulas in Phase 4.
- Students' skills in trigonometry and problem-solving in Phase 4.

Areas for Improvement

- Children's counting skills and understanding of number in Phase 1.
- Students' ability to solve mathematical problems independently, especially in Phase 2.
- Students' skills in mental mathematics in Phases 1 and 2.



Science

- Students' achievement in science is acceptable overall. There is good achievement in Phases 3 and 4. Most students make at least the expected progress in all phases. This aligns with internal assessment data and matches with what is seen in lessons and students' work.
- There are no external examinations for Phase 1. The school's internal data indicates that attainment is in line with curriculum standards for most students in Phases 2 and 4 and above for the majority in Phase 3. External ASSET benchmark results suggest attainment is in line with curriculum standards for only the majority in Phase 2 and a few in Phase 3. In TIMSS, results indicate attainment is in line with curriculum standards in Phases 2 and 3. In PASS external assessments, results suggest attainment is above curriculum expectations for the large majority in Phase 2, in line for most students in Phase 3 and in line for only a majority of students in Phase 4.
- In Phase 1, students make progress in learning about parts of the body and how they relate to the different senses. They are less knowledgeable about the parts of a plant. In Phase 2, students make progress in learning about forces and motion and the different sources of movement such as water, wind, gravity and magnets. In Phase 3, students make progress in learning about carbon structure, ecology and the relationships that exist in the ecosystem with plants, animals and with humans, and the role that humans have in protecting the ecosystem. By the end of Phase 4, Grade 12 students can discuss in general terms the uniform circular motion and centrifugal and centripetal forces and relate these to how planets or satellites remain in orbit. Students perform experiments and activities inside the classrooms that allow them to predict and observe phenomena. They are unsure about deriving conclusions and their understanding of the scientific method is inconsistent.
- Overall, most groups of students make similar progress from their starting points at the expected level.

**Areas of Strength**

- Students' understanding of force and motion concepts in Phase 2.
- Students understand the role of humans in protecting and caring for the ecosystem in Phase 1.

**Areas for Improvement**

- Students' understanding of the different parts of a plant in Phase 1.
- Students' understanding and application of the scientific method in Phases 2, 3 and 4.



Other subjects	<ul style="list-style-type: none"> <li>Students' achievement in other subjects is acceptable overall. Progress is good in Phase 3 and in Phase 4. In lessons and in their most recent work most students make the expected progress in Phases 1 and 2 and the majority make more than expected progress in Phases 3 and 4. Other subjects include Filipino language, physical education (PE), computing, home economics, values and moral education.</li> <li>There are no external examinations or assessments for other subjects except in Filipino. External PASS assessments are used to evaluate students' attainment in the Filipino language. The schools' internal data indicates that the majority of students attain levels above curriculum expectations and standards in other subjects in Phases 1 and 2. The schools' internal data indicates that the large majority of students attain levels above curriculum expectations and standards in other subjects in Phases 3 and 4. This does not align with what has been observed in lessons where students' knowledge and skills are in line with curriculum standards and expectations in Phases 1 and 2 and above for the majority in Phases 3 and 4.</li> <li>In moral and values education, students make progress discussing topics such as helpfulness, independence, and responsibility, reflecting on how these values influence their lives. In PE, students develop key basketball skills, such as dribbling, passing, and shooting, with increasing accuracy in Phases 3 and 4. Physical skills and fitness are less developed in Phases 1 and 2. In computing in Phase 2, students make progress using a specialist IT program in graphic design. In Phase 3, students make progress learning about filmmaking and create frames for a storyboard. Students' overall competency and use of IT and computer skills are progressing. In Phase 4, students conduct personal research projects, analysing and explaining viable pathways for implementing their findings. In Filipino, students confidently converse using a broad range of vocabulary and appropriate grammatical structures. Speaking and listening skills are less developed in Phase 1, particularly for non-Filipino speakers.</li> <li>Overall progress is similar for most groups of students. Students with SEN and higher attaining students do not always make the progress they are capable of.</li> </ul>	
	Areas of Strength	Areas for Improvement





	<ul style="list-style-type: none"> <li>Students' understanding of moral values, their influence on their lives and decision making in all phases.</li> <li>Students' understanding of research processes in Phase 4.</li> </ul>	<ul style="list-style-type: none"> <li>Students' physical fitness and physical development and motor skills in phases 1 and 2.</li> <li>Students' speaking and listening skills in the Filipino language in Phase 1 and for non-Filipino speakers.</li> </ul>
Learning Skills	<ul style="list-style-type: none"> <li>Students' learning skills are acceptable overall. They are good in Phases 3 and 4 except in Arabic and Islamic Studies. Students have a positive attitude to learning and participate in lessons well. Students' independent learning skills are emerging in Phases 1 and 2. Older students are taking increasing responsibility for their learning. Across the school students are not consistently aware of what they need to do to improve their work.</li> <li>Students' collaborative skills are particularly strong in Phase 4. In Grade 12, students discuss topics and share their insights with peers. In Phases 3 and 4 students often take on different roles as part of group work, for example, as the leader or scribe. In PE students take on leadership roles, becoming expert coaches, and giving feedback to their peers. In Phase 2, students work productively in groups when given the opportunity to do so. Collaboration and cooperation are emerging features in Phases 1 and 2. In these phases, limited time and space further hampers the development of students' communication skills.</li> <li>Students in Phases 3 and 4 make clear connections to the real world and between different areas of learning. In social studies in Phase 3, students use their knowledge of the history of the UAE when considering its influence on life today. In Grade 9, science students relate their knowledge of the climate in the UAE when learning about cloud seeding and desalination.</li> <li>In Phase 3 in mathematics, students solve complex problems to explore angles, elevation and depression. In Phase 4, students critically evaluate and synthesise ideas as they debate the impact of parenting styles. Critical thinking and problem-solving are developing features of learning, as are students' research skills and the use of information technology in all phases. Students' research skills and use of IT and learning technologies are emerging in Phases 1, 2, and 3.</li> </ul>	
	Areas of Strength	Areas for Improvement

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	<ul style="list-style-type: none"> <li>Students' ability to collaborate effectively in Phase 4.</li> <li>Students' ability to contextualise learning to real life in Phases 3 and 4.</li> </ul>	<ul style="list-style-type: none"> <li>Students' independent learning skills in Phases 1 and 2.</li> <li>Students' critical thinking and problem-solving skills across the school.</li> <li>Students' research skills and use of learning technologies in Phases 1, 2, and 3.</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 good overall.**

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Personal development</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"> <li>Students' personal development is good across all phases. Students are self-reliant, responsible and receptive to critical feedback from teachers and peers particularly in Phase 4. Most students demonstrate self-discipline inside the classroom, during assemblies and break times.</li> <li>Students are courteous and abide by the rules and procedures set out by the school. Bullying incidents are rare. Student and staff relationships are mutually respectful across the school. In lessons, particularly in the higher grades in most classes in Phases 3 and 4, students contribute effectively to discussions and respect the opinions of others.</li> <li>Students have knowledge and understanding of safe and healthy lifestyles and are all aware of their body mass index category. This is not always evident in the food and drink choices they make during break and lunchtimes. Students participate enthusiastically in sports activities such as basketball, badminton, volleyball, and dance during break times contributing to their general health and wellbeing.</li> <li>Students' attendance at 96.7% is very good and they regularly arrive at school on time.</li> </ul>				



<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"> <li>Students demonstrate a clear appreciation and understanding of Islamic values and how they influence life in the UAE. They know how these values positively influence the lives of their friends, classmates, and families. Students are aware of significant days in the Islamic calendar such as the Holy Month of Ramadan and Edi Al Fitr.</li> <li>Students appreciate the history and heritage of the UAE and Emirati culture. They can discuss the history, celebrations, geography, sports and infrastructure of the UAE. They celebrate Flag Day, Martyrs Day and UAE National Day in assembly.</li> <li>Students have a clear understanding and appreciation of their own culture and can discuss the aspects of their own culture that are similar or different to that of other cultures such as cuisine, religion and economics. Filipino students are welcoming and interact well with classmates from other cultures and in the local community.</li> </ul>				
<b>Social responsibility and innovation skills</b>	<b>Acceptable</b>	<b>Good</b>	<b>Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"> <li>Students overall understand their responsibilities as members of the school and local community with students in Phase 4, demonstrating active contributions in initiatives that promote social responsibility. A few younger students are involved in environmental awareness projects such as tree planting.</li> <li>Innovation and enterprise skills across all phases are less well developed. Students maintain a positive attitude toward work and willingly engage in purposeful activities. Students in Phase 4 undertake leadership roles and have proposed initiatives for school projects, including organising peer counsellors and introducing suggestion boxes.</li> <li>Students are well aware of protecting the environment including sustainability. Some students, particularly in Phase 4, take part in environmental action and conservation projects organised by members of the Parent and Teacher Association (PTA), as parents and teachers work together to further support students in initiatives to protect the planet.</li> </ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"> <li>Students' positive attitudes and behaviour across the school.</li> <li>Students' attendance and punctuality in all phases.</li> </ul>				



- Students' social contributions and the initiatives of students in Phase 4 in community involvement.

#### Areas for Improvement:

- Students' ability to make healthier food and drink choices and their heightened awareness of healthy lifestyles.
- Students' innovation and entrepreneurial skills in all phases.
- Students' social contributions and active participation in volunteering in Phase 1.

### 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	Good	Good

- The quality of teaching for effective learning and assessment is acceptable overall. It is good in Phases 3 and 4 except although there are some inconsistencies in teaching in ASL, Islamic education and ICT. Most teachers of specialist subjects have secure knowledge of key concepts in their subject. In lesson planning, they use a range of strategies to ensure that students engage in learning. This is demonstrated most effectively in Phases 3 and 4 where the planning of lessons is consistent and well structured. There are inconsistencies in teaching and lesson planning in Phases 1 and 2.
- Teachers' interaction with students and use of questioning is effective in most lessons in Phases 3 and 4, although such interactions do not always result in discussions to help students to clarify any misconceptions in Phases 1 and 2. In the best lessons seen particularly in Phase 4, teachers take full account of students' responses to extend their learning.
- Teachers' use of a range of strategies to meet the needs of individuals and groups of students is inconsistent, particularly those with SEN and G&T in all phases.
- The promotion of critical thinking, problem solving and independent learning skills across the school are underdeveloped in all phases.



Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"><li>Internal assessment processes are appropriately linked to the school curriculum expectations and standards in most subjects. Assessments are conducted regularly to measure students' attainment and progress. The school meets the requirements for external benchmarking in English, mathematics and science and eligible students participate in ASSET assessments. Students in Phase 3 participate in the PISA international assessments in English, mathematics and science. In Phase 2, students participate in PIRLS. There are external PASS assessments conducted to evaluate students' attainment in English, Filipino, mathematics and science. The school does not always analyse the full range of assessment data to ensure that the measure of students' achievements is both valid and reliable.</li><li>Assessment information is centrally recorded and efficiently organised for individual students. There are electronic records held on the Department of Education's Learners' Information System. Progress tracking across subjects has yet to be implemented. Assessment data is shared with teachers and occasionally some teachers use it to plan lessons, adjust groupings, and assign tasks. This practice remains inconsistent, superficial, and not always effective.</li><li>In classes, most students receive verbal feedback, giving them a general understanding of their strengths and areas for improvement. Written work, including notebooks, journals, and reports, is marked primarily for compliance. Marking that provides clear next steps for improvement remains inconsistent, and revised versions of checked work are rarely submitted. Peer assessment is not a regular practice, occurring only when teaching is more skilful in Phases 3 and 4.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>Teachers secure knowledge of their subjects in Phases 3 and 4.</li><li>Teachers' skills in lesson planning and use of a range of strategies to engage students in Phases 3 and 4.</li><li>Teachers' effective questioning in Phases 3 and 4.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>Teachers' ability to facilitate active learning in Phases 1 and 2.</li><li>Teachers' skills in lesson planning to cater for the needs of those students with SEN and G&amp;T students across the school in all phases.</li><li>Teachers' understanding and use of assessment data to inform teaching and the modification of lessons to meet the needs of individuals and different groups of students in all phases.</li></ul>				

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## 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>Good</b>
<ul style="list-style-type: none"><li>The overall quality of the curriculum is acceptable. It is a government recognised overseas Philippine school and meets the UAE regulatory requirements for ASL, Islamic education and social studies. It also meets most of the Philippine government's MATATAG requirements. This is not yet fully implemented in Phase 1 and Grades 4 and 7.</li><li>The curriculum is reasonably broad and balanced, relevant and develops knowledge and skills, although the focus is more on knowledge rather than skills.</li><li>There is adequate and planned progression for students to the next phase of their academic life particularly with Grade 9 moving to Phase 4. In Phase 4, students' progress to universities or pursue employment opportunities and higher education. The school has a planned transition programme for children in Phase 1 to Phase 2. Children are not always fully prepared with the literacy and numeracy skills needed for the next stage of their education. Cross-curricular links are occasionally planned in Phase 4.</li><li>The school conducts reviews of its curriculum. This informs some enhancements to the curriculum to meet the needs of students, including Filipino language skills.</li></ul>				
<b>Curriculum adaptation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>The leadership team regularly reviews the curriculum through a structured cycle. There are modifications and adaptations for different groups of students which are reflected in sections of the lesson plans. These changes are rarely evident in actual lesson delivery. Adaptations are inconsistent and do not provide sufficient challenge for higher attaining G&amp;T students, nor do they effectively address the needs of students with SEN.</li><li>Opportunities for enterprise and innovation are limited and evident only in some Phase 4 subjects. These opportunities are not consistently available across all phases and subjects. The school provides a diverse range of extracurricular activities and community engagement opportunities, particularly for students in the upper phases.</li></ul>				



- Across Phases 2, 3 and 4, most lessons are designed to enhance students' understanding and appreciation of Emirati culture and UAE society. This is yet to become more common in Phase 1.

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

- The adaptation of the curriculum to promote UAE heritage and Emirati culture in Phases 2, 3 and 4.
- The variety of subjects and electives for students in Phase 4.

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

- The modifications of the curriculum to meet the needs of all groups of students particularly those SEND and G&T.
- The full implementation of the MATATAG curriculum in Phase 1 and grades 4 and 7.
- The establishment of effective transition arrangements particularly between Phases 1 and 2 to ensure continuity and progress in learning.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The school has effective procedures for safeguarding of students including child protection. All staff, students and parents are aware of the policies and procedures for safeguarding and child protection. The school is effective in protecting students from all forms of abuse including bullying through the internet and social media. Policies are reviewed regularly, and all staff receive frequent training about updates or changes. All aspects of child protection and welfare are monitored by the wellbeing and safeguarding committees.</li><li>The school conducts regular, thorough health and safety checks in all parts of the premises to ensure that any potential risks and dangers are noted and swiftly addressed. Students are always properly supervised around the school and on school transport to ensure their safety. The school meets all legal and regulatory requirements, including emergency evacuation drills. Any incidents affecting students' health, safety or wellbeing which arise are systematically logged and stored securely along with details of any resultant action taken. The learning environment is not suitable for fully supporting children's learning needs in Phase 1. The school is accessible to students with SEN. The school's building is clean and well maintained although the classrooms are modest in size.</li><li>The school's promotion of healthy lifestyles amongst students is evident through displays. The food choices made by students are not regularly or robustly monitored. During the morning assembly, the school celebrates students' participation and achievement in sporting activities in recognising students' physical fitness.</li></ul>				
<b>Care and support</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Relationships within the school are positive. Students value the dedication of teachers and staff in supporting their learning. The school operates in an atmosphere of mutual respect</li></ul>				





between students and teachers. This is based on a code of behaviour, which is understood clearly by the whole school community including parents and staff.

- The school's approach is successful in promoting and managing attendance and punctuality. The school has rigorous and efficient systems for managing attendance and punctuality, including follow up of unauthorised absences and lateness. Parents are notified promptly of any concerns about their child's attendance.
- The school demonstrates a commitment to inclusivity providing a range of accessible facilities including washrooms and ramps. Procedures for identifying students with SEN are in place. The processes and procedures require more rigour in the thorough identification of learning needs across the whole school.
- The school provides support for students with SEN in their learning. IEPs are modified to meet the needs of most identified students. The school has a SEN coordinator (SENCO) and an inclusion officer who provides parents with information about their children's learning and progress. The school has identified a small number of G&T students who excel in ball games and represent the school in competitions such as Dubai Got Talents and Dubai Photo Journalism. Four students received a scholarship grant from ASSET. Overall, the support provided for G&T does not consistently meet their needs.
- The school employs a reliable system to monitor students' wellbeing and personal development. Each student receives individualised advice and guidance from their teacher, social worker, and staff. They feel well supported and confident in both their academic and personal growth. For older students, the school offers effective career advice and guidance on their career choices and higher education pathways, aligning with both personal goals and national aspirations.

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

- The school's care, welfare and safeguarding of students including child protection.
- School's promotion and management of attendance and punctuality.
- The guidance provided for older students in Phase 4.

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

- The establishment of rigorous systems to monitor students' food choices in all phases.
- The implementation of a more rigorous and robust identification process for students with SEN and G&T in all phases.
- The implementation of effective support in lessons and interventions for students with SEN and those who are G&T in all phases.

### **PERFORMANCE STANDARD 6:**

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## LEADERSHIP AND MANAGEMENT

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

### Indicators:

#### The effectiveness of leadership

#### Acceptable

- The quality of leadership and management is acceptable overall. Senior leaders, including the principal, share a vision aligned with a strategic direction they actively pursue. They demonstrate an understanding of the Philippine curriculum and its impact on teaching, learning, and assessment. Student outcomes and personal development are beginning to improve. The principal communicates professionally with senior leaders, effectively delegating responsibilities among them. Relationships and communication are positive. They have yet to integrate a robust monitoring and evaluation system and accurately analyse data for impact.
- Senior leaders demonstrate an understanding of how to improve the quality of teaching and learning and are beginning to recognise the effective use of assessment data. They have yet to further develop the skills of middle leadership and build the capacity to achieve a sustained, measurable impact on teaching and learning across all subjects. Leadership capacity to improve the school is acceptable overall.

#### Self-evaluation and improvement planning

#### Acceptable

- Senior leaders implement a systematic process to evaluate the school. Heads of department collaborate with senior leaders to produce the self-evaluation form, which informs the school improvement plan. Middle leadership has limited capacity to develop their subject areas and support improvements in teaching. Implementing the actions in the school improvement plan is challenging due to minimal leadership capacity. There are some notable improvements over time, for example, in attendance and punctuality.

#### Partnerships with parents and the community

#### Good

- The school maintains a strong relationship with parents, who actively discuss its impact on their community and children's lives. Most parents believe the partnership between school and home supports their child's wellbeing and the development of a positive mindset. They feel well informed through various communication channels and appreciate the school's open-door policy. Quarterly report cards, along with ongoing updates through the school's

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online platform, emails, and text messaging provide parents with a clear understanding of their child's learning. They value being continuously informed about their child's progress and learning experiences.

- The school hosts events throughout the year, offering opportunities for families and parents to network within the community. Students connect with local and national organisations, where they gain work experience to prepare for the next stage of their lives after school. The school has yet to establish wider national and international links that could benefit both the school and its students.

### Governance

### Acceptable

- The governing board, representing key stakeholders, works to understand and support the school's needs. Governors support the school by monitoring teaching through lesson observations, learning walks, and data analysis while ensuring adequate staffing and resources. Recently, the board approved the building of a basketball court, positively impacting the school's facilities. The direct influence on student performance remains limited.

### Management, staffing, facilities and resources

### Acceptable

- The school's daily operations are well organised. Senior leaders actively ensure procedures and routines are well established for the smooth functioning of the school. Staff recruitment is strategically planned, although its impact on students' achievements in ASL and Phase 1 remains limited. The school facilities feature science laboratories, an IT laboratory, a library, volleyball and basketball courts and an indoor gym. There is limited space in Phase 1 and it is challenging to expand the learning environment both indoors and outdoors. Some classrooms are too small given the student numbers, particularly in upper Phase 2 and Phase 3.

### Areas of Strength:

- Senior leadership's vision is aligned with a strategic direction they pursue.
- The school's strong parental engagement and open communications with families.

### Areas for Improvement:

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- Middle leaders' professional development to improve the students' outcomes and increase leadership capacity.
- The establishment of a wider range of national and international partnerships.
- Governors' investment in essential resources and enhance the learning environment in Phase 1.

## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There are 4 teachers for ASL, and each teaches approximately 200 students giving a ratio of 1:179.
- The library provision is small, with a total number of 388 books in Arabic. 72% are fiction books and 28% are non-fiction. Reading provision in classrooms lacks the range of books required to support students' progress. The Arabic department does not access an online reading platform, relying solely on the Arabic Club as the only reading intervention programme. Students do not participate in Arabic reading challenges.
- Students rarely use IT in lessons in ASL. Extracurricular activities include the Arabic Club and those provided as part of UAE National Day celebrations.
- The school maintains a strong link with all parents through the school's online platform.
- In Phase 1 there are no lessons in ASL. Students do not yet participate in any external assessments.

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

- Students participate in external benchmark assessments in ASSET in English, mathematics and science in Grades 3 to 9. Participation is approximately 95%. PASS is the external assessment of the National Philippine Curriculum for KG to Grade 10 for English, mathematics and science and 95% of students take these assessments.
- Students participate in PISA in English, mathematics and science in Phase 3 and TIMSS in mathematics and science in Grades 4 and 8.
- The school notifies parents about upcoming benchmarking tests including testing procedures through written communication from the principal and during the parents' assembly at the beginning of the school year where the examinations are discussed and the purpose for these examinations explained. The students are coached by subject teachers in word problems typical of those in PISA and the use of technology. Previous test questions are used in lessons.



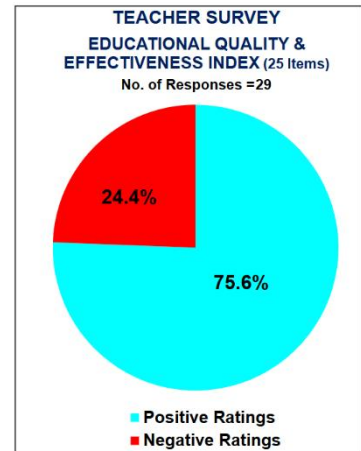
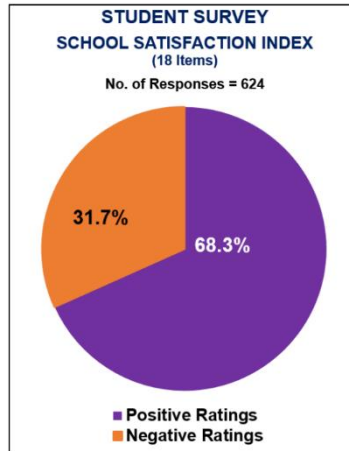
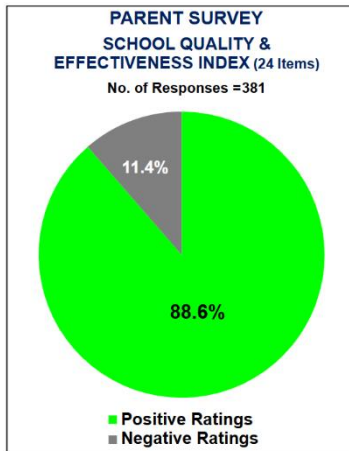
- Assessment information is shared with parents, students and teachers. Teachers are provided with the results of the assessment for them to use the information to adapt their planning to differentiate and meet the needs of students.
- Parents receive the results once the results are published for individual PISA and TIMSS.

### Provision for KG

- There are three classes and 97 children in Phase 1. There are 3 teachers and 3 teaching assistants. The teacher to student ratio is 1:32. Teachers teach across the curriculum focusing on language, reading and mathematics. Some scientific concepts and creative and physical skills are taught through an integrated approach.
- The indoor provision includes three adequately sized classrooms with basic, age-appropriate furniture. They do not include learning centres. Classroom resources are minimal. There is a small, shared activity room containing play equipment such as books and blocks. This is not of an adequate size to be safely used by a whole class at one time.
- There is a dedicated outdoor play area with fixed climbing equipment. Phase 1 classes sometimes use the football field for outdoor learning and physical play.
- When children start school, they attend an orientation day with their parents where they meet their teachers and classmates. In the spring term, teachers start to prepare children for Grade 1. Children begin attending school for longer periods and playtimes are reduced. Children meet and get to know the Grade 1 teachers. Parents also attend a further orientation day before children move into Grade 1.



## VIEWS OF STAKEHOLDERS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement across phases and subjects, particularly in phases 1 and 2 and in ASL by:
  - addressing students' achievement gaps, especially in reading and writing in Arabic.
  - ensuring children in Phase 1 make more progress in English, mathematics and science and that their learning skills improve.
- Improve the quality of teaching and assessment by:
  - implementing high-quality and impactful teaching strategies so that students make more progress, especially in Phases 1 and 2 and ASL.
  - providing targeted professional development for teachers in the use of assessment data.
  - adapting teaching to meet the needs of all groups of students.
- Improve the achievements of G&T students and students with SEN by:

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- adapting learning so that progress is maximised and students with SEN and G&T reach their potential.
  - providing appropriate individualised support.
- Improve leadership and management by:
  - providing targeted middle leadership training to enhance their understanding of what high quality teaching entails.
  - ensuring decision making is driven by data on students' outcomes.
  - ensuring there is sufficient capacity for middle leaders to monitor, evaluate and support teachers.
  - enhancing the school's learning environment, especially in Phase 1.



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](mailto:quality.assurance@spea.shj.ae) within three weeks of receiving this report.