



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Pace International School
29 January - 1 February 2024

**Overall
Effectiveness:
GOOD**





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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

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

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

- visits to lessons in Arabic, Islamic education, UAE social studies, English, mathematics and science, and other subjects, including lessons reviewed jointly with senior leaders of the school;
- reviewing important documents such as school self-evaluation form, school policies and the school improvement plan;
- meeting the Governors, Principal, senior leaders, middle leaders, subject coordinators, teachers, parents, and students;
- reviewing teachers' lesson plans, samples of students' coursework and related information;
- attending school activities such as assemblies, arrivals, departures, and break times; and
- analysing the outcomes of the surveys returned by parents.



SCHOOL INFORMATION

School	School ID	182	
	School location	Muweilah, Sharjah	
	Establishment date	2016	
	Language of instruction	English	
	School curriculum	Indian	
	Accreditation body	-	
	Examination Board	CBSE	
	National Agenda Benchmark Tests/ International assessment	CAT4, ASSET, PISA, PIRLS, TIMSS	
	Fee range	9000 – 11900 AED	
		Principal	Muhsin Kattayat
		Chair of Board of Governors	Muhammed Salman Ibrahim
Total number of teachers		206	
Total number of teaching assistants		25	
Turnover rate		7%	
	Main nationality of teachers	Indian	
	Teacher: student ratio	1:22	
	Total number of students	4617	
	Total number of students per cycle	KG: 866 Primary:2338, Middle:904 High:509	
	Number of Emirati students	0	
	Number of Emirati students per cycle	0	
	KG: number and gender	Boys: 491 Girls: 375	
	Primary: number and gender	Boys:1258 Girls:1080	
	Middle: number and gender	Boys: 484 Girls: 420	
	High: number and gender	Boys: 263 Girls: 246	
Nationality groups	1. Indian 2. Pakistani		
Total number of students with special educational needs	14		



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 158 lesson observations, 23 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is an improvement in the overall judgement of acceptable since the previous review. The implementation of the school's improvement plan has resulted in improvements in achievement in Islamic education, mathematics and science in Primary, Middle and the High School and in English in the Middle School. Good progress has taken place in Islamic education, social studies, mathematics and science, resulting from improved teaching, the development of students' learning skills and increased management use of assessment data to identify gaps in learning and in the planning of learning and curriculum adaptation. Students' innovation and enterprise skills are underdeveloped as are the identification of and support for students with special educational needs (SEN) and those who are gifted and talented (G&T). A reduction in grades has only happened in children's learning skills in Kindergarten (KG) and in the KG curriculum design and implementation. This is in the context of a rapidly expanding school with a correspondingly high influx of new teachers unfamiliar with the Early Years Foundation Stage (EYFS) curriculum and teaching methodology. School leaders have worked hard with the active support of the governing board to build mutually supportive partnerships with parents to raise not only academic achievement but also the standards of students' personal behaviour and social responsibility in line with Islamic values. They have also ensured that arrangements for safeguarding children are well-understood and implemented.

KEY AREAS OF STRENGTH:

- Students' behaviour and attitudes.
- The collection and analysis of assessment data at management level.
- The school's provision is linked to UAE culture.
- The school's arrangements for safeguarding and child protection.
- The school's promotion of Islamic values.
- Parents' involvement in the life of the school.

KEY AREAS FOR IMPROVEMENT:

- Children's progress and development in KG, especially in English language.
- Teachers' development of students' innovation and enterprise skills.
- The consistency of teachers' use of assessment data to plan effective learning.
- The school's systematic identification of and support for students with SEN and G&T students.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.					
Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
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	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
English	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Acceptable	Acceptable	Good	Good
Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
Learning Skills		Acceptable	Good	Good	Good



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good overall. In lessons and work, most students make better than expected progress. This matches the school's internal data for Primary and High School which indicates that students make good progress. This does not match the school's internal data for the Middle School which indicates students make very good progress.• Internal assessment data indicates attainment is good in the Primary and High School, and very good in the Middle School.• In the Primary School, the majority of students have appropriate knowledge and understanding to categorise morals in light of Qur'anic verses and Noble Hadeeth. Students make good progress in identifying good and bad manners when dealing with neighbours and apply it to real-life situations. In the Middle School, students can investigate Islamic principles concerning the prevention of diseases. For example, they can explain ways to prevent diseases that the prophet Mohammad (PBUH) refers to in a given Hadeeth. Students' ability to analyse and evaluate Qur'anic verses is less well developed. In the High School, the majority of students can examine Shariah text and conclude from it rules and principles. They can explain a Muslim's rights as regards his brother. Students' recitation skills following Tajweed rules are better developed in the Middle and High School than in the Primary School.• Overall, most groups of students make better than expected progress. Higher-achieving students do not always progress as well as they could in lessons.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge and understanding to categorise good and bad morals in the light of Qur'anic verses and Noble Hadeeth.• Students' recitation skills following Tajweed rules in the Middle and High School.	<ul style="list-style-type: none">• Students' analysis of Qur'anic verses in all phases.• Students' recitation skills following Tajweed rules in the Primary School.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a Second Language (ASL) is acceptable. In lessons and in their work, most students make the expected progress.• Internal assessment data for Primary, Middle and High School indicates attainment as good. This is not seen in lessons and in students' books where most students attain levels that are in line with curriculum standards.• Most students make expected progress. In Primary, Middle, and the High School, students' skills in listening, speaking, reading and writing are in line with curriculum standards. In Primary School, most students can read and understand text, identify new vocabulary, and use it to form sentences. For example, Grade 1 students create two-word sentences using demonstrative nouns. Grade 4 students complete sentences with missing words. In Middle School, most students summarise and arrange the events in a text. Although most students' listening skills are adequate, a large minority of students are not able to express their opinions and ideas clearly. In High School, most students make expected progress in reading comprehension and writing. Grade 9 students can analyse and determine the general idea of the text. A large minority of students' extended writing skills are less well developed. In some lessons, students have few opportunities to read from books.• Most groups of students make expected progress. Higher achievers do not always make enough progress in lessons due to a lack of challenge in the activities they are set.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' identification of new vocabulary and their ability to use it correctly in a sentence.• Students' analysis of text and their ability to determine the general meaning of text.	<ul style="list-style-type: none">• Students' speaking skills to express their opinions and ideas.• Students' extended writing skills.• Students' reading from books in lessons.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. In lessons and in their work, the majority of students make better than expected progress. This does not match the school's internal data which indicates that students in Primary School make good progress and in the Middle and High School, they make acceptable progress.• Internal assessment data in Primary School indicates attainment as outstanding, while in the Middle and High School, it is very good. This is not seen in lessons and in students' books where the majority of students attain above curriculum expectations.• In the Primary School, the majority of students can demonstrate a good understanding of the wildlife in the UAE; in Grade 4, students identify and list the features of UAE wildlife and make a comparison with polar zone animals. In Middle School, the majority of students are able to enumerate and explain how the UAE became the hub of the world, although they find it difficult to justify the role of technology in globalisation. In High School, a large majority of students can explore, examine, and categorise information. For example, they can explore the role of heritage tourism in the preservation and conservation of cultural and historical sites; they cannot analyse the positive and negative consequences of tourism.• The majority of students make better than expected progress. All groups of students make the same rates of progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' identification of wildlife features in the UAE.• Students' ability to make comparisons between UAE wildlife and other regions of the world, such as polar zones.	<ul style="list-style-type: none">• Students' ability to analyse the positive and negative consequences of human behaviour on the environment, such as the impact of tourism.



English	<ul style="list-style-type: none">• Student achievement in English is acceptable overall. In lessons and in their work, most students in the Middle and High School have better than expected attainment and progress. In KG and Primary School, which represents approximately three-quarters of the student population, their achievement in lessons and their written work is acceptable.• Internal assessment data indicates that students in Primary School attain levels that are good to very good, in the Middle School acceptable to good, and in the High School very good, where a large majority of students attain above curriculum standards. ASSET external assessment data indicates that a majority of students in the Primary and Middle School are performing at an acceptable level, while the CBSE external assessment results for Grades 10 and 12 indicate that the students are performing at an outstanding level. Overall examination board assessment data indicates that students make acceptable progress.• In KG, a large minority of children have not developed their application of phonics and lack the pureness of sounds that supports early reading skills. Most students in upper Primary, Middle and the High School can read with good understanding and analyse text. They listen attentively, speak confidently and understand and use a wide vocabulary, although this is less well developed in KG and lower Primary. Across all phases only a minority of students can express their ideas freely and creatively in writing without guidance from the teacher.• All groups of students make similar rates of progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to analyse text across all phases.• Students' knowledge of extended vocabulary across all phases.	<ul style="list-style-type: none">• Children's use of phonics for reading in KG.• Students' use of vocabulary in KG and lower Primary.• Students' ability to express their ideas freely and creatively in writing in all phases.



Mathematics	<ul style="list-style-type: none">Students' achievement in mathematics is good overall. In lessons and in students' work, the majority of students across all phases attain levels that are above the curriculum standards.Internal assessment data indicates that students in the Primary and Middle School attain above curriculum standards with Primary Grades 1 and 3 attaining very good, and Grades 2, 4 and 5 attaining good. Meanwhile Grade 10 attained very good, Grades 6, 7 and 9 were good and Grades 8, 11 and 12 were acceptable. The attainment of students in CBSE board examinations in 2023 for Grade 10 is very good and for Grade 12 acceptable.Across all phases the majority of students make good progress. In the KG phase, children in KG2 can identify and comprehend symbols representing greater than or less than. In the Primary Phase, Grade 4 students can identify the numerators and denominators, knowing that the next step is to express the relationship between these fractions using the correct symbols of greater than or less than. In Middle School, Grade 6 students can apply the process of simplification, dividing both numbers in a ratio by their greatest common divisor. Students in lower grades cannot always accurately calculate using mental mathematics. Students in Grade 12 can determine critical points and apply first and second derivative test to find the maxima and minima of functions. Students readily make links with mathematics and its application in the real world. They present their work clearly and can confidently explain their workings.Overall, the majority of students make better than expected progress. The progress of SEN and G&T students is good. Girls are better able to explain mathematical processes in lessons than boys.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' ability to make real life connections through mathematical understanding.Students' presentation of their work and confident responses to being questioned about it.	<ul style="list-style-type: none">Students' mental mathematics skills for simple calculations using all four operations in KG, Primary and High School.Boys' ability to articulate mathematical thinking in discussions.



Science	<ul style="list-style-type: none"> Students' attainment in science is good overall. The school's internal assessment data indicates that students reach at least good attainment in all phases. In external assessments a large majority reach or exceed the expected curriculum standards, while in external board examinations most students achieve in line with expectations. In lessons most students make good progress and reach the expected curriculum standard. Almost all students develop good scientific understanding. Most students can think scientifically to solve real world problems, demonstrating deep understanding of concepts. In Middle School students demonstrate that they could model playground equipment to understand more about simple machines. In High School most students can take an active part in well-informed debates about scientific solutions to problems caused by climate change. Students' skills in practical science activities are insufficiently developed in the Primary, Middle and High school. There are no significant differences in the rates of progress between different groups within the school. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' deep understanding of scientific concepts. Students' ability to talk about their learning, particularly climate change. 	<ul style="list-style-type: none"> Students' practical science skills in Primary, Middle and High school.
Other subjects	<ul style="list-style-type: none"> Overall attainment and progress are good in a wide variety of other subjects, including art, Urdu and Media. In KG personal and social education (PSE) lessons children's understanding and progress are acceptable. In High School attainment and progress in externally assessed academic subjects are good. In a marketing lesson, students in Grade 11 were able to critically analyse different advertisements for beauty products, comparing the effectiveness of their features, using correct business terminology. Meanwhile, in several KG lessons, children could not work independently to solve simple problems and required their teacher's direction and support. Most groups of students make progress at similar rates. In one lesson in the High School, higher achieving students made faster rates of progress through the extension activity. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Particularly high standards of attainment in marketing in High School. 	<ul style="list-style-type: none"> The level of progress in independent problem solving in PSE lessons in KG.
Learning Skills	<ul style="list-style-type: none"> Students' learning skills are good overall. Students are motivated, diligent and resilient learners, who engage well with learning activities in all subjects and collaborate effectively. Across the school, students increasingly take responsibility for their own learning. They use their learning skills to the best effect in all phases, where there are good opportunities to do so. In Primary students work well with 'buddies' to share ideas. Although in KG many children are not yet independent learners and rely on their teachers' direction, they show competence in using technology, for example they can scan QR codes to provide additional information when learning about animal skin patterns. By Grade 10 almost all students can conduct effective online research independently, for example to inform project work about the history and geography of the UAE. Students make strong connections between areas of learning and can relate them to their understanding of the world. They are developing the skills of enquiry and investigation effectively. Students' use of technology to support learning is strong in the Middle and High School; it is less well developed in Primary. Most students are developing their critical thinking, problem-solving and enquiry skills to a high level and can interpret information in depth. However, students' innovation and enterprise skills are not being developed consistently in all curriculum areas. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' diligent work across all phases. Students' willingness to take responsibility for their own learning in Middle and High School. Students' active group work and buddying to share work and ideas in Primary. Students' ability to apply their knowledge to real life scenarios. 	<ul style="list-style-type: none"> KG children's independent learning skills and innovation and enterprise across the school Hands-on use of technology to enhance learning in the Primary Phase.



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

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

Indicators:	KG	Primary	Middle	High
Personal development	Very good	Very good	Very good	Very good
<ul style="list-style-type: none"> Students' behaviour is exemplary both in lessons and around the school. Relationships between students and staff are considerate and respectful. Students show a high degree of self-discipline and bullying is rare. Older students, through participation in the students' council, take on roles of monitoring and promoting good behaviour throughout the school. Students initiate and participate in activities that promote a safe and healthy lifestyle. There is an emphasis on healthy eating throughout the school. Incidents of students with a high body mass index (BMI) are low. Attendance at 96% is very good. Punctuality is a concern, particularly for students arriving on school buses. 				
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good
<ul style="list-style-type: none"> Almost all students' understanding of Islam and its values is very good, even though a large minority of the school population is non-Muslim. Students' can articulate how Islamic values impact on UAE society. Although there are no Emiratis in the school, students show great respect for UAE culture and values, with students singing along to the National Anthem in assembly. In KG impressive displays celebrate the heritage of the UAE and the school is full of references to local culture. UAE National Day and Flag Day are important days in the school's calendar. Students are knowledgeable and respectful of local and global cultures. The school hosted a Model COP24, involving students from 20 UAE schools discussing global concerns. Students' understanding of world cultures is also supported by participation in the model United Nations (MUN) and lower Primary students learn the appropriate Japanese terminology and culture in karate, bowing to their opponents. 				



Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none">• Many students willingly participate in the school's charitable activities that support the local community. Students from the high school visit a local old peoples' home to read to and talk with the residents.• Students throughout the school show a very positive work ethic and take part in independent project work. Children in KG and students in Primary are often reluctant to take independent decisions without their teachers' validation.• Students show a keen understanding of sustainability and take part in numerous projects to support the school and wider environment. Every student in the school has signed the Pace sustainability pledge, a commitment to support global sustainability goals. All phases of the school participate in environmental initiatives, and the school is working towards a plastic-free future.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' excellent behaviour and respect for their teachers and their peers.• Students' excellent understanding of UAE culture and global matters.• Students' environmental awareness.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' punctuality in the mornings, especially for those who rely on school transport.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good

- The majority of teaching in each phase of the school is good. Most teachers have good subject knowledge and increasingly understand how students learn best, although a few teachers in KG have limited knowledge of what high quality learning looks like for all children at this age, and a few English teachers make errors in their own spoken English in lessons.
- Most teachers provide well-paced and well-structured lessons that are closely related to curriculum expectations and that have clear and appropriate learning objectives, using time and resources effectively to enhance and consolidate learning. As a result, teachers create positive and enjoyable learning environments. Teachers are skilful in using open questioning to establish students' levels of knowledge and understanding, often probing to stretch and challenge students and to promote deeper reflection.
- Most teachers use a range of helpful approaches to teaching to meet the needs of different groups of students. Teachers understand that students, including students with SEN, have differing abilities, requirements, strengths and challenges, and generally provide appropriate activities and learning resources for individuals and small groups of students.
- Teachers make good use of resources to engage students in most subjects and in all phases. Most teachers give students opportunities for reflection, critical thinking, and analysis. Teaching to develop innovation and enterprise is at a very early stage in all phases.

Assessment	Acceptable	Good	Good	Good
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- The assessment team has developed a strong system that includes the analysis of all external examination data, and internal formative and summative assessment data that has created much consistency across the Primary, Middle and High School. In KG, the collection and analysis of assessment data is less well developed, particularly as regards baseline assessments for children entering KG1.
- The school benchmarks academic outcomes locally, nationally and internationally and analyses reports from international assessments such as TIMSS. The school tracks students' progress over time.
- A majority of teachers use CAT4 diagnostic data in their planning for learning. Teachers all have access to other assessment data, although its use in planning the curriculum and learning varies considerably across subjects and phases. Most teachers demonstrate knowledge of individual students' needs, which is apparent in lesson plans and in the levels of support and challenge that they offer. Teachers mark students' work regularly. The use of self- and peer-assessment is insufficient for students to be involved in their own assessment to identify how they can improve their work.



Areas of Strength:

- Teachers' lesson planning.
- Teachers' use of questioning techniques.
- Teachers' facilitation of collaborative learning.
- The provision of learning materials and activities in lessons to meet the needs of different groups of students.
- The collection and analysis of assessment data at management level.

Areas for Improvement:

- Consistency of approach to the teaching of phonics in KG.
- Strategies for developing innovation and enterprise in lessons.
- Teachers' use of assessment data in planning across all phases, to better meet the needs of their students and to improve their own teaching.
- The use of self- and peer-assessment so that students take more responsibility for identifying their next steps in learning.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Good	Good	Good

- The school delivers the Indian Curriculum from Grades 1 to 12, following a natural progression between grades and phases in most subjects. Children in KG who follow the EYFS curriculum do not have a sufficiently structured transition into Grade 1. The curriculum overall is broad and balanced and includes a good range of subjects such as art, karate and several Indian subcontinent languages. The school is compliant in the delivery of Arabic, Islamic studies and social studies and offers specific lessons in reading the Qur'an.
- In most subjects and grades, the school has moved away from rigid textbook teaching to develop students' skills, knowledge and understanding through other curriculum materials, resources and learning opportunities. The school offers a broad range of curricular choices in the higher grades which includes media studies and marketing. Cross-curricular links are promoted effectively, particularly with the embedding of social studies and English vocabulary development in other subjects. Department heads and teaching staff do not systematically plan cross-curricular integration.
- Teaching staff are involved in a regular rigorous curriculum review process.

Curriculum adaptation	Acceptable	Good	Good	Good
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- The school encourages teachers to modify the curriculum to match students' needs and circumstances. Teachers adapt well the Indian curriculum content to embrace UAE life and culture, for example through references to UAE wildlife or famous Emiratis included in lessons, or through project work that suits local circumstances.
- In English, assessment reviews take place which lead to decisions such as re-teaching aspects of the curriculum or delaying aspects until the following term if students are not ready to build on their knowledge, skills or understanding. Curriculum enhancement that includes opportunities for enterprise and innovation is rare.
- Teachers also adapt the curriculum to meet the needs of the small number of SEN and G&T students and they record the adaptation on their lesson plan.

Areas of Strength:

- The range of curriculum choices, particularly in the High School.
- The curriculum review process.
- Curriculum modification to embrace Emirati culture across all phases.



Areas for Improvement:

- Transition between UK and Indian curriculum for KG2 children.
- The systematic approach to cross-curricular planning across departments and phases.

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

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

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

- Arrangements for the protection, care, guidance and support of students are effective. The school provides a safe environment. Safeguarding procedures are very effective, and the child protection policy has usefully been shared with all stakeholders.
- The school is well maintained, fire drills are held every term and risk assessments are comprehensive. The school has a well-structured, accurate and secure record-keeping system. All incidents are logged in detail and appropriate action is taken by the school team.
- Students' well-being is regularly monitored by the school nurses who maintain a close watch on any students at risk of obesity. There are no canteens on the premises, with students bringing their own food to school, so the appointment of 'food monitors' in each class plays a crucial role in identifying students who may be consuming unhealthy food. There are suitable facilities and opportunities for sport to promote fitness. Not all students wear appropriate sports clothing.

Care and support	Acceptable	Acceptable	Acceptable	Acceptable
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- Relationships across the school are mostly very positive, and students appreciate the efforts staff make to help them learn successfully. These very good relationships allow teachers to understand students' social, emotional, academic and physical strengths and needs. The exemplary behaviour of students is a reflection of the school's consistent and effective systems and procedures, which is clearly evident across all phases.



- The school has effective protocols to record staff and student attendance and punctuality, which have become routine and well established. The follow-up of unauthorised absences is efficient and effective. For the current academic year to date, students' attendance in lessons overall is at 96%. The school's efforts to improve punctuality are less effective due to the late arrival of buses in very heavy traffic.
- The school identifies and supports students with SEN following SPEA guidance. They also implement provision for G&T students. The number of students in these categories is small and indicates insufficient identification of those requiring extra support.
- The provision for students with SEN is characterised by limitations, and the approach towards G&T students is unplanned. Nevertheless, the school offers support to students with SEN and those that are deemed G&T. This support enables the majority of students to make adequate personal and academic progress.
- The school monitors the well-being and personal development of all students at regular intervals throughout the year. The school is not yet promoting a more direct approach in providing personalised advice and guidance to older students regarding career choices and higher education pathways. This approach should align these opportunities with both their personal aspirations and national objectives.

Areas of Strength:

- Effective arrangements for safeguarding students, including child protection.
- Positive staff and student relationships with effective behaviour management.
- Effective healthy eating arrangements.

Areas for Improvement:

- Extending the support provided to students identified with SEN and those who are G&T throughout the school.
- Strengthening the current arrangements for careers guidance and higher education pathways in the High school.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- School leaders have made all stakeholders very aware of the strategic direction of the school and the focus on national priorities. Parents are highly appreciative of the school's strong commitment to inclusion and its open admissions policy. Leaders demonstrate in-depth knowledge of the curriculum and of effective teaching and learning, but middle managers do not always identify and share best practice across departments or phases in the school.

Self-evaluation and improvement planning

Acceptable

- Self-evaluation informs school improvement planning, which results in timely actions. The school improvement plan for 2022 to 23 is complete and all actions have been signed off, resulting in noticeable improvements, particularly those directly related to students' achievement. For example, targeted training for teachers has led to consistent planning for learning across the school, an increased awareness of how to cater for mixed ability groups of students, and the use of a wider range of formative assessment methods in the classroom.
- The school self-evaluation processes are inclusive of all stakeholders. The school uses data in the SEF and has accurately identified almost all key areas for improvement, although the school has not used the full range of data available when judging attainment and progress. Although the SEF grading judgements are not all accurate or clearly supported by robust evidence, the overall judgement matches the findings of this review and indicates significant improvement over time in many standards, and a significant capacity to improve further.

Partnerships with parents and the community

Very Good

- The school has a large Parents' Council, and many parents are very actively involved in contributing to the school's improvement and to initiatives to raise their children's achievement and increase their well-being, including a parent cookery day. The school maintains very effective communication channels with parents, including quarterly reports on students' academic and personal development, WhatsApp groups for their children's classes, a school communication app and occasional group Zoom calls with the board of governors.
- The school is very committed to social contribution and provides students with many opportunities to get involved in charitable work in partnership with the local community. The school also collaborates closely with other schools in the Pace group and students take part in a range of inter-school competitions. It has international links with the University of West London, which has a UAE campus directly administered from the UK, which offers students from this school a significant reduction in fees.



Governance	Good
<ul style="list-style-type: none">The governing body of the school is led by the school's owner and includes specialists in such areas as finance and education, although the range of stakeholder members is currently narrow, with no parent members on the board, for example. The board monitors the school daily, with the owner or the visiting financial expert, and members of the board are very well informed and involved in both introducing and approving new quality initiatives.The board is very committed to the promotion of Islamic values and the overall well-being of students. They act promptly to address potential non-compliance issues or provide funding for any major resource insufficiencies, including staffing, which may impact adversely on the school's performance.	
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none">The school is run very effectively on a daily basis, with cover teachers on hand to step in when others are absent. The number of teaching staff is adequate, and all are licensed to teach in the UAE. The premises is adequate for the number of students, although some classrooms are a little crowded and science laboratories are not equipped for full-size groups. Other learning resources and facilities are acceptable overall and include three libraries, a suitably sized swimming pool and sports fields, strong Wi-Fi throughout the school and appropriate computer laboratories, although hands-on technology in the classroom is often limited to students' own devices brought from home.	
Areas of Strength:	
<ul style="list-style-type: none">The sharing of the school strategic mission with stakeholders.Leaders' commitment to inclusion.Leaders' communication with all stakeholders.Parents' very active involvement in the life of the school and their contribution to school improvement.The involvement of the governing board in monitoring the school and its engagement with stakeholders bring about improvement.	
Areas for Improvement:	
<ul style="list-style-type: none">The effectiveness of middle managers in identifying and sharing best practice across all departments and phases of the school.The provision of hands-on technology in classrooms and science laboratory accommodation for larger groups.	



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 18 Arabic teachers, but no teaching and support staff, with a ratio of 1:30 teachers to students. The library contains 572 Arabic books in total, of which 170 are fiction and 402 non-fiction, as well as Arabic story puzzles, Arabic art books, and Arabic mathematics study material. A Primary e-library includes QR codes to access stories to enhance reading, writing and speaking skills.
- The school participates in inter-school competitions (Al Ihtifal-2023) in Arabic, such as group poetry recitation, Arabic calligraphy and group singing ('With cooperation we rise.'). UAE National Day at the school also involves Arabic calligraphy, poster making, poem recitation, songs, and art integrated with Arabic and connected to UAE culture. Arabic book reading takes place with parents, who are also actively engaged in enhancing the Arabic speaking skills of students, and teachers conduct assessment quizzes in class, after Arabic book reading at home.

The school's use of external benchmarking data

- The proportion of students taking international tests and examinations, namely ASSET and CAT4, was 100% in 2022 to 23, which is compliant with SPEA requirements of 90% and above. Only students selected by the examination board took PIRLS in Grades 4 and 5 and only some students aged 15+ were selected by the examination board to take PISA mathematics last year, and two sample groups of students in Grades 4 and 8 were selected by the examination board to take TIMSS.
- The school provides fortnightly formal test practice as well as regular classroom practice in preparation for ASSET examinations and students have access to ASSET Dynamic to help them identify their individual strengths and weaknesses and focus their preparation accordingly. Students prepare for PISA on the Celebre platform and use mock tests provided by SPEA. For PIRLS, which involves a lot of library work and reading at home in preparation, the school provides orientation for parents to raise their awareness of the importance of their support. International test results are made available to parents and students online.

Provision for KG

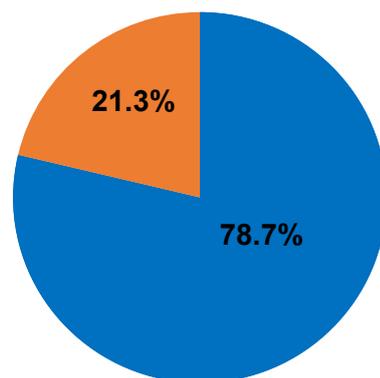
- There are 853 pupils in the KG phase, with 16 KG1 classes and 17 KG 2 classes taught by 33 class teachers and supported by 25 teaching assistants, providing a teacher to child ratio of 1.14. The curriculum for KG is a modified approach to the EYFS and provides a rich and balanced curriculum, promoting children's physical, social and emotional well-being and cognitive aspects of learning, which is implemented through a balance of child-led, child-initiated, and educator-led learning experiences, and supported by a satisfactory range of resources across indoor and outdoor learning environments.
- All KG parents are invited to an orientation week at the beginning of the academic year, where they can share any concerns with the teacher to ensure a smooth start to school for families. They receive an academic report on their child's development three times a year and can attend many social gatherings and take part in the school's celebration events throughout the school year. Teachers support transition to the Indian curriculum in Grade 1.



VIEWS OF PARENTS

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

No. of Responses = 1169



■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve teaching standards across all subjects and phases of the school, with particular attention to KG children and students of English in lower Primary grades by:
 - identifying individual teachers' knowledge and skills gaps through such activities as targeted learning walks.
 - sharing existing best teaching practice across departments and phases
 - extending peer mentoring of new teachers.
 - increasing peer observations and teacher-led micro-teach sessions.
- Improve outcomes for students with SEN and G&T students by:
 - implementing a system to identify more students with SEN at, or before, enrolment.
 - providing more training for teachers and teaching assistants in the identification of students with SEN and how to achieve effective inclusion in the classroom.
 - further extending the range of stretch and challenge opportunities for G&T students, both in class and in extra-curricular activities.



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

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

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

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