



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

THE NEW FILIPINO PRIVATE SCHOOL

10 to 13 February 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



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	143
	School location	Al Jazzat, Sharjah
	Establishment date	1996
	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) Assessment of Scholastic Skills through Educational Testing (ASSET) Philippine Department of Education assessment (PASS) Cognitive Abilities Test (CAT 4)
Staff	Fee Range	AED 5,200 to AED 8,666
	Principal	Belinda Neustro
	Chair of board of governors	Maria Sales Ansari
	Total number of teachers	54
	Total number of teaching assistants	7
Students	Turnover rate	19%
	Teacher: student ratio	1:28
	Total number of students	1,510
	Total number of students per phase	Phase 1: 260 Phase 2: 809 Phase 3: 333 Phase 4: 108
	Phase 1: number and gender	Boys: 146 Girls: 114
	Phase 2: number and gender	Boys: 421 Girls: 388
	Phase 3: number and gender	Boys: 181 Girls: 152
	Phase 4: number and gender	Boys: 48 Girls: 60
	Total number of Emirati students	0
	Nationality groups (largest first)	Filipino Pakistani
	Total number of students with special educational needs	21

**School Performance Review of The New Filipino Private School
10 to 13 February 2025**



PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 149 lesson observations, 50 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. It provides a safe, happy, and respectful learning environment that supports student achievement across all phases, particularly Phase 4. Leadership initiates strategies to enhance teaching quality, lesson planning, and the alignment of assessments with students' diverse learning needs. While still in the early stages, these initiatives aim to drive steady progress across subjects and phases. Teachers increasingly recognise the importance of effective strategies, while leadership is refining its vision of quality teaching and learning and prioritising capacity building. The school is developing a positive ethos that promotes students' personal development, wellbeing, and sense of responsibility, aligning with UAE educational priorities.

KEY AREAS OF STRENGTH:

- Students' achievement in several subjects across Phase 4.
- The relationships among the students and between students and teachers across the school.
- The school's promotion of Filipino and Emirati culture across all phases.
- Students' attendance across all phases.
- The school's work to engage parents and involve them in the life of the school.

KEY AREAS FOR IMPROVEMENT:

- Students' progress and attainment so that is at least at a good level, especially in Phases 1, 2 and 3.
- The effective use of assessment data to inform teaching, curriculum development and self-evaluation.



- The school's identification and support for students with special educational needs (SEN) and those who are gifted and talented (G&T).
- The professional development of middle leaders and their work to monitor and improve teaching.
- The resources available to support learning across all phases, particularly in science and 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	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Science	Attainment	Weak	Acceptable	Good	Good
	Progress	Weak	Acceptable	Good	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Learning Skills		Acceptable	Acceptable	Acceptable	Good

**School Performance Review of The New Filipino Private School
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Islamic Education	<ul style="list-style-type: none">Students' achievement in Islamic education is overall acceptable in Phases 2, 3 and 4. The school's internal assessment data indicates that most students in Phases 2, 3 and 4 make more than expected progress. This does not align with what is observed in lessons and in students' work where most students make the expected progress.There is no external assessment data for Islamic education. The school's internal assessment data indicates that most students' attainment in Phases 2, 3 and 4 is above curriculum expectations. This does not align with what was observed in lessons and in students' work where most students demonstrate knowledge and skills in line with curriculum expectations.Students demonstrate knowledge and understanding of Islamic rules, manners and the Noble Hadeeth. In Phase 2, students make progress in recognising prayer as one of the five Pillars of Islam and can name the five daily prayers along with their timings. Their ability to explain the significance of Muslims being prescribed five daily prayers is less developed. In upper Phase 2, students make progress identifying the importance of gratitude towards Allah (SWT) during good and bad times. Their ability to explain the meaning of the Noble Hadeeth on gratitude and patience is less developed. By Phase 3, students can name the three holiest mosques in Islam. They can explain the manners that must be observed by Muslims in the three mosques. They struggle to explain the relevant verses and the Noble Hadeeth associated with these teachings. In Phase 4, students make progress in understanding the historical process of compiling the Holy Qur'an. Their ability to compare the efforts of Al Sahabah Abu Bakr and Uthman ibn Affan in serving the Holy Qur'an is less developed.Most student groups make similar progress, with girls sometimes making better progress than boys. Higher-attaining students are not making the progress they are capable of due to insufficient challenge.	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' secure knowledge of the five pillars of Islam in Phase 2. Students' secure knowledge of Islamic etiquette and manners when visiting the three holiest mosques in Phase 3. 	<ul style="list-style-type: none"> Students' deep understanding of the prescribed Islamic rules, laws and acts of worship in all phases. Students' ability to explain the meaning and significance of the Noble Hadeeth and connect them to real-life experiences in Phases 3 and 4. Students' ability to understand the implications of the Holy Qur'an for modern-day Muslims in Phase 4.
Arabic	<ul style="list-style-type: none"> Students' achievement in Arabic as a second language (ASL) is acceptable overall in Phases 2 and 3. In lessons and in their work, most students make expected progress. This does not align with the school's internal data, which indicates that students in Phases 2 and 3 are making less than the expected amount of progress. There is no external assessment data for ASL. The school's internal assessment data indicates that attainment is in line with curriculum expectations for only a majority in Phases 2 and 3. This does not align with what is seen in lessons and in students' work where most students demonstrate knowledge and skills at levels in line with curriculum expectations in these two phases. In lessons, most students across the two phases make progress in listening and reading comprehension appropriate to their years of learning ASL. Most students in lower Phase 2 can identify and pronounce familiar words related to health, medicine and farm animals. They are less confident in their conversational skills. In upper Phase 2, students make progress in inferring the meaning of new vocabulary from audio texts. Their ability to form simple sentences using the new vocabulary is less developed. In Phase 3, most students who have studied ASL for over four years understand the basic grammatical rules for using demonstrative pronouns. Their ability to write sentences applying these rules is less developed. Most student groups make similar amounts of progress, with girls sometimes making better progress than boys. Higher-attaining students are not making the progress they are capable of due to insufficient challenges. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' listening for comprehension skills in Phases 2 and 3. Students' understanding of basic grammar rules in Phase 3. 	<ul style="list-style-type: none"> Students' conversational skills in Phase 2. Students' use of new vocabulary in writing and sentence formation in Phases 2 and 3. Students' ability to write structured sentences applying correct grammatical rules in Phase 3.
Social Studies	<ul style="list-style-type: none"> Students' achievement in social studies is good overall. The school's internal assessment data indicates that the majority of students make more than expected progress in Phases 2 and 3. This aligns with what is observed in lessons and in students' work where the majority of students in Phases 2 and 3 make better than expected progress. There is no external assessment data for social studies. The school's internal assessment data shows the majority of students in Phases 2 and 3 attain above curriculum expectations. This aligns with what is observed in lessons and in students' work where the majority of students in Phases 2 and 3 demonstrate knowledge and skills above curriculum expectations. In lessons and in their work, the majority of students in Phase 2 make progress in understanding the different means of travel and transportation. They can identify important airports and airlines in the UAE and their home countries. Their ability to connect this knowledge to UAE economic growth is less developed. In Phase 3, the majority of students gain new knowledge of the history of ancient civilisations. They can give multiple examples of the achievements of ancient civilisations in the African and Asian continents. They are less confident in drawing meaningful insights from these achievements and applying them to modern times. Most student groups make similar amounts of progress, with girls sometimes making better progress than boys. Higher-attaining students are not making the progress they are capable of due to inconsistent challenge. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' knowledge of means of transportation in Phase 2. Students' understanding of ancient civilisations in Phase 3. 	<ul style="list-style-type: none"> Students' understanding of the relationship between tourism, air travel and economic development in the UAE in Phase 2. Students' ability to recognise the achievements of ancient civilisations and their influence on modern life in Phase 3.
English	<ul style="list-style-type: none"> Students' achievement in English is acceptable overall. Internal data indicates that most students make expected progress. This matches with what is seen in lessons and students' work. The school's internal data for attainment in Phases 2, 3 and 4 indicates that most students attain in line with curriculum standards although there is variation in performance between different grades. This correlates with what is seen in lessons. External assessments indicate that attainment is in line with curriculum standards in Phase 2. It is lower in Phases 3 and 4. External ASSET assessment results indicate that attainment is in line with curriculum expectations for only a majority in Phases 2 and 3. In Phase 1, children make progress responding to prompts with simple sentences, describing their roles and connecting their experiences to the world. In Phase 2, most students make progress distinguishing between reality and fantasy in pictures and answering questions using short phrases. Few students respond in fluent structured sentences. In Phase 3, students make progress in recognising opinions in non-fiction texts and applying similar techniques in their persuasive writing. In Phase 4, students make progress in critically analysing Shakespearean sonnets, linking them to the theme of love, the wider world, identifying bias, and supporting their statements with textual evidence. In Phases 3 and 4, extended writing is limited. Reading comprehension skills are underdeveloped in all phases. Overall, most groups of students make similar progress. Girls make more rapid progress than boys in the later grades. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' speaking and communication skills in all phases. Students' listening skills, across all phases. 	<ul style="list-style-type: none"> Students' communication skills and fluency using complex sentences in Phase 2. Students' extended writing skills, especially in Phases 3 and 4, and their ability to incorporate a range of figurative language. Students' reading skills across all phases.
Mathematics	<ul style="list-style-type: none"> Students' achievement in mathematics is acceptable overall. In all phases, most students make the expected progress. In lessons, most students make the expected progress in Phases 1, 2 and 3 and more than progress in Phase 4. This does not match the school's internal data which indicates progress is lower in all phases. External ASSET examination results indicate that attainment is in line with curriculum standards for only a majority in Phases 2 and 3. External PASS examination suggests that attainment is in line with curriculum standards for most students in Phase 2 and only a majority in the other phases. In lessons, most students in all phases demonstrate knowledge and skills that suggest attainment is in line with curriculum standards. In Phase 1, children make progress in learning numbers and number sense. They can identify and recognise numbers from 1 to 10 and are beginning to add these numbers using real objects and manipulatives. In Phase 2, students make progress in identifying proper, improper and mixed fractions. Their ability to solve problems independently is still developing. In Phase 3, students make progress using formulas to find measures of angles and sides involving parallelograms. They can determine the conditions to make a quadrilateral a parallelogram and solve problems involving linear equations. By Phase 4, the majority of students can derive inductively the relation among chord, arc, central angle and inscribed angle. They can apply formulas to calculate and solve real-world problems. Mental mathematics is progressing slowly across all phases Overall, most groups of students make similar progress which is usually at the expected rate. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' application of formulas in Phase 3. Students' skills and abilities in trigonometry and problem solving in Phase 4. 	<ul style="list-style-type: none"> Students' ability to solve mathematical problems independently in Phase 2. Student's mental mathematics skills in all phases.
Science	<ul style="list-style-type: none"> Students' achievement in science is acceptable overall. Progress is at the expected levels for only a majority in Phase 1. Most students make the expected progress in Phase 2 and a majority make more than expected progress in Phases 3 and 4. Only a minority make the expected progress in Phase 1 Internal data in Phases 2, 3 and 4 indicates that the majority of students attain levels above curriculum standards. External benchmarking assessments in ASSET and external national assessments from the Philippines in PASS do not reflect this and indicate attainment is lower. In Phase 1, children make progress in beginning to explore scientific sensory concepts. In Phases 2, 3 and 4, they make progress in understanding the scientific method. They often confuse predictions with hypotheses. In Phase 2, students explore the forces of push and pull. They make progress in understanding plants and what plants need to thrive. They investigate ecosystems and the role of fauna and flora. This extends into Phase 3 where students make progress in understanding food chains, food webs and symbiotic relationships. In Phase 4, students make progress in explaining energy transformation and understand that it cannot be created or destroyed. Overall, most groups of students make similar progress which is usually at the expected level. There are no significant variations. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' use of modelling tools to investigate real-world phenomena such as typhoons. Students' understanding of scientific inquiry methods appropriate for their grade. 	<ul style="list-style-type: none"> Students' use of research and enquiry in meaningful ways in all phases. Students' skills in applying scientific methods to design their own hypotheses and experiments in all phases.



Other subjects	<ul style="list-style-type: none">Students' achievement in other subjects is acceptable overall. Most students make at least the expected progress in all other subjects. In lessons and in their work, most students make expected progress in Phases 1, 2 and 3 and the majority make more than expected in Phase 4.Internal assessment data indicates that attainment in other subjects is above curriculum standards and expectations in Phase 2 for most students. In Phase 3, attainment is in line with curriculum standards and expectations for most students and is above curriculum standards and expectations for the large majority in Phase 4. This does not reflect what is seen in lessons where the majority of students demonstrate knowledge and skills above curriculum standards and expectations, except in Phase 4 where it is the large majority. There are no external assessment data for other subjects.Their speaking and writing skills in the Filipino language are secure in the upper phases. In physical education (PE), students participate in traditional Filipino games such as Patintero, they also and participate in volleyball and basketball. In computer lessons, only a minority of students in Phases 2 and 3 possess the necessary computing and technological skills. In Phase 4, students' digital literacy skills are more developed than in other phases. In Phase 1, students can draw and demonstrate basic knowledge of colour. In Phase 2 students use primary and secondary colours to depict the natural and man-made world. Older students demonstrate more originality and skill in art. In music in Phase 2, students enthusiastically sing Filipino folk songs, and in Phase 3 they compare Filipino, Emirati, and contemporary music. In Phases 1 and 2, students engage in free body movement dances, while in Phases 3 and 4, they participate in more advanced folk and contemporary dance movements. In Phase 4, students discuss emerging music and art styles, including digital arts. They understand the values of freedom and patriotism, empowerment, and self-determination.Most groups make similar progress. Higher-attaining students do not make the progress of which they are capable. Girls make better progress than boys in Phase 4.	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' speaking and writing skills in Filipino in Phases 3 and 4. Students' creative abilities in art, dance and music especially in Phase 4. 	<ul style="list-style-type: none"> Children's ability to explore with materials and mediums and enhance their motor skills in Phase 1. Students' computing and technological skills especially in Phases 2 and 3.
Learning Skills	<ul style="list-style-type: none"> Students' learning skills are acceptable overall. They are stronger in Phase 4. Most students across the school have positive attitudes and are keen to engage in learning. In Phase 4, students take increasing responsibility for their own learning in lessons and know how to improve their work. Students in Phases 1, 2 and 3 are often passive learners and require teacher guidance to manage their learning. Interactions are purposeful in the better lessons in Phase 4. In other lessons, interactions are led by the teacher and students communicate their learning when asked to. Students are supportive of each other during group work, which is mostly led by the higher-attaining students. Collaboration skills including brainstorming and delegation are not a regular feature in the lessons. When given the opportunity, students connect the content of their lessons to other subjects and to real life, particularly in the higher grades. For example, Grade 10 students apply their language skills to art, creating interesting comic strips depicting their school experiences. Students in Phases 2, 3 and 4 have the basic skills in computer and digital literacy. Student-led innovation and research projects using new technologies are still developing features across the school. Critical thinking and problem solving are developing features of learning, as are students' research skills and the use of information technology in all phases. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' positive attitudes and engagement in learning across the school. Students' ability to independently make connections between areas of learning across most subjects in the higher grades in Phase 4. 	<ul style="list-style-type: none"> Students' capacity for managing their own learning and for communicating their learning across all phases. Students' collaboration and problem-solving skills across Phases 1, 2 and 3. Students' innovation and research skills in Phases 1, 2 and 3, use of learning technologies in lessons.
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PERFORMANCE STANDARD 2:

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Good	Good	Good	Good

- Students' personal and social development and their innovation skills are good overall. Students display positive and responsible attitudes to learning. They are self-reliant and respond to critical feedback during lessons and the written feedback provided in books. Most students are self-disciplined and respond well to others. Older students feel very positively about their school, and many contribute their own time to supporting others in younger grades or as mentors during homeroom time. The occurrences of poor behaviours in Phase 1 and lower Phase 2 have a negative impact on students' learning. Bullying is rare. Disagreements are dealt with maturely by students or by swift staff intervention.
- Relationships among students and between students and staff are mutually respectful. They usually support one another whatever their needs. Students generally respect the school's



values during lessons and in less formal parts of the school. Many students lead learning and volunteer to work with younger classes or as mentors.

- Students demonstrate a sound understanding of safe and healthy living. They participate in activities promoting healthy relationships, including keeping themselves and one another safe online. They make appropriate choices about their own health and safety. They share these during lessons, through assemblies and other special events.
- Attendance is 94%. Punctuality in the morning is an issue and senior staff do not have any reliable strategies to address lateness. Leaders are communicating with parents to try to address this. Once they are in school there are no issues of punctuality to lessons.

Understanding of Islamic values and awareness of Emirati and world cultures

Good

Good

Good

Good

- Students demonstrate an appreciation and understanding of Islamic values and how to implement them in their daily lives. Students are aware of significant days in the Islamic calendar such as the Holy Month of Ramadan and Edi Al Fitr.
- Students are knowledgeable and appreciative of UAE traditions, Emirati culture and heritage. They feel many tourists should be more respectful of traditions in malls and other public places. Students in all grades participate in, although do not initiate, national and cultural celebrations. These include UAE National Day and Tolerance Day. The portrayal of students in the corridors celebrates the local culture and traditions of the UAE.
- Students display what they perceive to be values and the traditions of the Philippines, especially showing respect for older people. They have a strong appreciation and awareness of the Filipino language and culture. They are aware of around 17 different cultures represented in the school community. There is little understanding of other parts of the wider world beyond the UAE and the Philippines.

Social responsibility and innovation skills

Acceptable

Acceptable

Acceptable

Acceptable

- Students are responsible and proactive about social responsibility, frequently volunteering for various roles within the school. Their participation in local community initiatives or in



enterprise initiatives to support charity work in the UAE, the Philippines, or globally has yet to be fully established.

- Almost all students enjoy their work although rarely show initiative within or beyond the classroom. Innovation and enterprise skills across all phases are less well developed. They take part in projects including a recent tree planting programme, although may often be passive participants.
- Students take pride in caring for their school and work actively to improve its environment. Their sustainability garden incorporates natural water recycling, using bottles to trap evaporation and return moisture to the soil around the plants. Many students participated in a Trashion Show, designing and showcasing clothing from recycled materials. Students are well versed in the UAE's sustainability goals and understand their role in achieving them. There are no external partnerships to support global environmental efforts.

Areas of Strength:

- The positive relationships among students and between students and their teachers.
- Students' appreciation and respect for UAE heritage and Emirati culture.
- Students' appreciation of the Filipino language and culture.

Areas for Improvement:

- Students' behaviour for learning in Phase 1 and lower Phase 2 and their punctual arrival at school each day.
- Students' ability to initiate and participate in entrepreneurial activities that support their social contribution to the local and wider communities.
- Students' awareness of a diverse range of world cultures.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good

- The quality of teaching for effective learning and assessment is acceptable overall. In Phases 1, 2 and 3, teaching is adequate and in Phase 4, it is more consistent and impactful on students' progress. Teaching is usually effective in science and social studies in Phase 3 and is strongest in Phase 4 in mathematics and science. Teachers generally have secure subject knowledge and understand how students learn. They apply this knowledge to create engaging classroom experiences. The use of strategies to involve students, such as group and pair work or other collaborative activities, is inconsistent. Teachers plan lessons and use resources to engage students, though the quantity and quality vary across phases. Learning environments are adequate. Displays do not reinforce learning. Lesson time is used inconsistently across subjects, with students sometimes lacking opportunities to consolidate their learning at the end of lessons or spending excessive time on simplistic activities.
- Teachers' questioning overall is variable across subjects and phases and does not always deepen understanding. More effective questioning techniques are emerging in some subjects such as in mathematics in Phase 4, where it is used to promote reasoning and critical thinking beyond simple recall of information.
- Teachers' planning is not yet systematically planned to meet the needs of different groups. While assessment data is available, it is not effectively used. Most lessons include levelled tasks and some individual support. The level of challenge varies, and students do not always receive the appropriate challenge or support to meet their needs.
- Teachers encourage critical thinking in science in Phases 3 and 4 and problem solving in mathematics. These skills are less evident in other subjects. Teaching to promote innovation and enterprise remains underdeveloped across all phases. Independent learning opportunities are emerging in several lessons, in English in Phases 3 and 4.



Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Internal assessment processes are generally linked to curriculum standards and expectations in core subjects throughout the school. The new skills-based Philippine curriculum (MATATAG) is being incrementally introduced alongside the traditional knowledge-based curriculum (MELC). The school is developing and implementing a tracking system because it does not yet capture students' progress. In line with UAE priorities, the school benchmarks academic outcomes in English, Filipino, mathematics and science using external national PASS assessments and external ASSET assessments in English, mathematics and science in Phases 2 and 3. Data is analysed by the assessment team, although this provides only a superficial overview rather than the achievements of individuals or groups. There are no routine assessments in Phase 1. The analysis and use of assessment data are not yet reflected in lesson plans to identify groups or personalise learning with additional challenges or support. Teaching remains whole class focused and is not influenced by assessment data. This is sometimes more effective in Phase 4, where teachers frequently offer additional support and challenge to individuals. Most teachers in Phases 1, 2 and 3 have reasonable knowledge of their students and can identify their strengths and weaknesses. Students are involved in assessing their own learning, particularly in Phase 4. Teachers' written feedback offers praise and encouragement. This rarely provides developmental guidance. 				
Areas of Strength:				
<ul style="list-style-type: none"> Teachers' planning and delivery of engaging lessons in several subjects in Phase 4. The regular cycles of external assessment in ASSET and PASS. 				
Areas for Improvement:				
<ul style="list-style-type: none"> Teachers' use of questioning techniques that extend the learning in Phases 1, 2 and 3. Teachers' analysis and use of assessment data to influence teaching to meet the learning needs of all groups of students. Teachers' written feedback to students that includes their next steps in learning and how to improve. 				



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The quality of the curriculum across all phases is acceptable overall. Some grades follow the knowledge-based Philippine K-12 curriculum, while others implement the skills-based MATATAG curriculum, which is currently being introduced. The curriculum meets all statutory national requirements, including MoE expectations for Arabic, Islamic education and social studies.The curriculum is reasonably broad, balanced and relevant to students although the focus is more on knowledge rather than skills.Most key subjects show continuity and progression, adequately meeting students' needs and preparing them for external and international pathways after Grade 10. Cross-curricular links are identified and embedded in some lesson plans, enhancing learning transfer between subjects. In English lessons, students apply their learning skills to science topics such as sustainability, while science lessons reinforce key English vocabulary to support language acquisition.The curriculum is reviewed by senior staff and middle leaders. This informs decisions about the implementation of new curriculum developments to ensure that students' needs are met. Curriculum reviews do not always focus on the gaps in students' knowledge and skills.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The curriculum is reviewed by senior staff and middle leaders. This has led to the implementation of the MATATAG curriculum in Phase 1 and Grades 1, 4 and 7 which meets the learning needs of most students. Adaptations to the curriculum do not consistently provide sufficient support or challenge for higher attaining, G&T students, or meet the needs of students with SEN.				



- 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.
- Across the phases, most lessons include relevant examples to enhance students' understanding and appreciation of both Filipino and Emirati culture.

Areas of Strength:

- The cross-curricular links that are carefully planned in most subjects.
- The curriculum enhancements that support students' deep awareness and appreciation of Filipino and Emirati culture.

Areas for Improvement:

- The systematic review of the curriculum to identify gaps in students' knowledge and skills, especially in Phases 1, 2 and 3.
- The adaptation of the curriculum to ensure that needs of all groups of students are met, especially higher attainers, G&T and those with SEN.
- The curriculum adaptations that promote enterprise, innovation and creativity in all phases.

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
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good

- The protection, care, guidance and support of students are good overall. The school has effective procedures for safeguarding students including child protection. Staff, students, and parents are well informed about these policies and procedures. The school effectively



protects students from all forms of abuse, including cyberbullying through the internet and social media. Policies are reviewed regularly, and staff receive frequent training on updates and changes. The wellbeing and safeguarding committees continuously monitor all aspects of child protection and welfare.

- The school conducts regular, thorough health and safety inspections of its accommodation and premises to promptly identify and address potential hazards. Students receive constant supervision both on campus and during school transport to ensure their safety. The school complies with all legal and regulatory requirements, including conducting emergency evacuation drills. Any incidents affecting students' health, safety, or wellbeing are systematically recorded and securely stored, along with details of any actions taken. The learning environment does not always fully support students, particularly in Phase 1. The school is accessible to those with physical disabilities or mobility restrictions. While the building is clean and well maintained, classroom sizes are often too small, especially in Phase 1.
- The school actively promotes healthy lifestyles, as reflected in its displays. Students' food and drink choices are not monitored. During morning assemblies, the school celebrates and encourages students' participation and achievements in the cleanliness programme and sporting activities, reinforcing physical fitness and wellbeing.

Care and support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Relationships within the school are generally positive, with students appreciating the dedication of teachers and staff in supporting their learning. The school has developed an atmosphere of mutual respect between students and teachers, guided by a code of behaviour. In Phase 1 and lower primary, behaviour management systems are only adequate.• The school effectively promotes the importance of consistent attendance. There are rigorous and efficient systems for managing attendance and punctuality, including prompt follow up on unauthorised absences and lateness. Parents are notified immediately of any concerns regarding their child. The school continues to strengthen processes to improve punctuality at the start of the day, which has yet to meet expectations for attendance at assemblies and morning activities. To reinforce the importance of attendance and punctuality, the school integrates recognition of these efforts during morning assemblies and homeroom activities.• The school has adequate procedures for identifying students with SEN. The social worker, with sufficient expertise, identifies needs, shares relevant information with staff, and provides training. The school is beginning to create an inclusive learning environment.				



- The school supports students with SEN by providing inclusive spaces. There are adapted facilities such as accessible washrooms, and ramps. Individualised Education Plans (IEPs) are in place for most identified students. The school has also identified a few G&T students in ball game competitions who represent the school in various events. Overall, those with additional learning needs are not always identified or their needs effectively met.
- Led by the social worker and counsellor, the school appropriately addresses students' questions, needs, and concerns. Staff provide advice and guidance on various matters, including academic progress and health, ensuring students feel confident seeking help. For Grade 10 students, the social worker and class teachers offer guidance on higher education pathways.

Areas of Strength:

- The arrangements for the safety, welfare and safeguarding of students including child protection.
- The school's work to promote and manage attendance.

Areas for Improvement:

- The implementation of appropriate systems for monitoring of students' food and drink choices in all phases.
- The processes for the identification and support of students with SEN and G&T students.
- The implementation of processes to manage students' punctuality at the start of the day.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

- Leadership and management are acceptable overall. The principal and senior leaders understand the components of effective teaching, learning, and the school's development



<p>journey. The principal articulates a clear vision, shared with all stakeholders, demonstrating commitment to the UAE's national priorities and educational excellence.</p> <ul style="list-style-type: none">The principal and senior leaders understand the essential stages for achieving sustained improvements. They assess and discuss the quality of teaching and learning within the school. While the school is beginning to develop a learning culture focused on improvement, it has yet to be fully established and has minimal impact on improving student outcomes. Leadership capacity to improve the school is acceptable overall.	
Self-evaluation and improvement planning	Acceptable
<ul style="list-style-type: none">All stakeholders actively participate in contributing evidence toward the self-evaluation processes of the school. While senior leaders demonstrate an understanding of the self-evaluation processes and the monitoring of teaching, this remains inconsistent among middle leaders. The monitoring and self-evaluation processes that are in place lack a clear focus on measuring their impact on student achievement and do not use assessment data. Middle leaders create action plans based on the school improvement plan. Review processes have yet to be established to effectively measure their impact. There are some notable improvements evident over time in Phase 4.	
Partnerships with parents and the community	Good
<ul style="list-style-type: none">The school actively engages parents in supporting students' learning and development. School representatives stay informed about events and share updates with parents. To develop a sense of community, the school organises events such as Family Day and Sports Day. The school offers training sessions for parents, including guidance for parents with children in Phase 1 and support programs for those who have children with SEN. The school also assists parents in obtaining government vouchers to provide financial support.To ensure transparency and strengthen collaboration, the school communicates with parents through emails, messaging apps, face-to-face meetings, and telephone calls. Report cards are shared during parent meetings that detail their child's progress. The school has established strong partnerships with local and national communities, including Dubai Police and the Filipino Society.	
Governance	Good



- The governing board consists of seven members, including the owner, as well as school and parent representatives. To assess the school's performance, governors gather detailed information through student and parent surveys, assessment information and take part in school visits conducted by the board member responsible for teaching and learning. They also review regular reports from the principal and receive input from the Students' Council. Regular meetings with school leaders allow governors to monitor progress, seek clarity, and provide support. The governing board plays a vital role in staff recruitment, ensuring adequate resource provision and compliance with statutory requirements.

Management, staffing, facilities and resources

Acceptable

- The school's daily procedures and routines are generally effective. Although the school is adequately staffed, there are no additional trained laboratory technicians, to further support learning in science for Phase 4. The school has recently relocated to a larger building, providing students with access to indoor activity rooms, three science laboratories, a library, ICT laboratories, and an outdoor shaded area. The Phase 1 area still requires development, as its learning environments do not yet fully support all areas of child development. The school needs to invest in more resources and manipulatives to enhance learning across all phases and subjects, particularly in science.

Areas of Strength:

- The schools' strong parent partnerships and the effective communication, training, and support programmes that engage parents and families.
- The school's connections with the local community and the successful events, collaborations, and partnerships.

Areas for Improvement:

- The professional development of middle leadership in monitoring and improving teaching.
- The establishment of a robust monitoring and self-evaluation system to identify school improvement priorities.
- The development of the Phase 1 learning environment and the investment in resources.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 7 Arabic teachers and 1,142 ASL students, resulting in a student-to-teacher ratio of 1:163.
- The library contains 904 Arabic books, comprising 131 fiction titles and 773 non-fiction titles.
- To promote reading, the school uses Google Classroom to provide students with additional resources such as videos, activities, and audio recordings from teachers. Students are encouraged to engage in self-directed Arabic language learning using engaging applications such as Duolingo and the Qamoosi (My Dictionary) resource. To enhance listening skills, the school encourages students to watch Arabic language videos on YouTube.
- Arabic competitions are generally limited. Some students participated in an Arabic spelling competition with 5 selected words, while others performed an Arabic song about demonstrative pronouns. A home reading program was introduced for grades 1 to 7 to encourage parental involvement in encouraging the reading of Arabic books at home.

The school's use of external benchmarking data

- Nearly all eligible students participate in a range of national and international assessments and examinations, including PISA (2022, 26 students), TIMSS (2023, 56 in Grade 4 and 39 in Grade 8) and ASSET (Grades 3, 5, 7 and 9). All students participate in the Filipino government's compulsory PASS assessment from Phase 1 to Grade 10. CAT4 captures students' potential in grades 3, 5, 7 and 9, and for new admissions to the school. The school is compliant with SPEA regulations.
- The school is beginning to prepare students for assessments by including ASSET style and PISA style questions embedded into lessons. The curriculum has been modified to address areas where students struggle, with a particular focus on skills. This is reflected also in the introduction of the new skills-based MATATAG curriculum from the Philippine government.
- Parents' awareness is raised to understand results and to support students in external assessments. Information for students in Phase 3 and Phase 4 is shared by the assessment team. External assessment results are shared with students and parents, with progress sheets and individual results available via report cards. ASSET results and CAT4 information is shared in report cards.
- Parents are informed of the international test results during parent conference meetings and they receive electronic communications also.

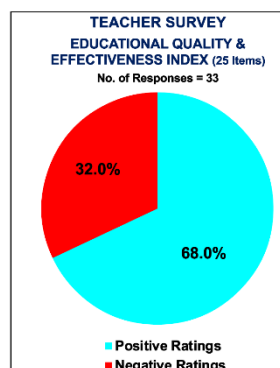
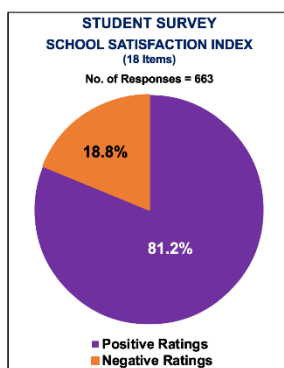
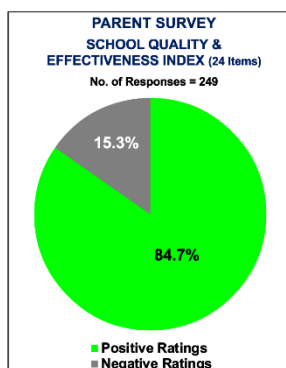
Provision for KG

- The provision in Phase 1 consists of 10 classrooms, each with a class teacher and one nanny. The teacher to children ratio is 1:26.



- In Phase 1, there are two separate KG1 and KG2 areas. The learning environment in both areas is bright. The classrooms for KG2 are spacious to allow free-flow activities. The classrooms in KG1 are considerably smaller. Furniture in all Phase 1 classrooms is mostly age appropriate.
- The covered outdoor equipment is well padded and there is play equipment such as swings, rockers, and a seesaw. There are designated rooms for art, reading and creative activities. The KG2 classrooms have reading corners and activity corners. There is also a separate activity room for KG2. The indoor activity rooms in Phase 1 include toys, blocks, abacus and other play equipment for learning by play. Both areas are deployed to support children's learning and development. Learning resources in the classrooms and specialised rooms are available, although these may not be always sufficient to ensure the pace of learning of all groups of children.
- As new children enter school Phase 1, before commencing formal school routines, they have the opportunity to stay and play and familiarise themselves with the new surroundings and their teachers. The transition from KG2 to Grade 1 is smoothly organised with parents meeting the teachers. Teachers in Phase 1 also take up some teaching responsibility in Grade 1 to ensure children feel secure as they move to Phase 2.

VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement across all phases and subjects by:
 - addressing the gaps in students' knowledge and skills to close achievement gaps.
 - ensuring that children's and students' progress is at least good progress in all subjects in Phases 1, 2 and 3.
- Improve the quality of teaching and assessment across all subjects by:
 - adapting teaching to meet the learning needs of all groups of students.
 - supporting teachers in best pedagogical practices in how young children learn, especially in Phases 1 and 2.
 - implementing subject-specific teaching strategies that promote the development of skills.
 - providing targeted professional development based on the use of assessment data.
 - monitoring and tracking students' progress regularly and intervening when students do not make enough progress.
- Improve achievements of G&T and students with SEN by:
 - personalising learning, to deepen students' knowledge, skills and understanding.
 - providing enriched learning opportunities with appropriate challenge and support.
 - providing individualised support in interventions to ensure progress is maximised.
- Improve leadership and management by:
 - ensuring the work of leaders is focused on improving students' academic achievements.
 - ensuring self-evaluation processes are informed by assessment data.
 - providing training for middle leaders in effective monitoring, evaluating and supporting teachers.
 - enhancing the learning environment throughout the school.



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.