



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme
**School Performance Review (SPR)
Report**

**VICTORIA ENGLISH PRIVATE
SCHOOL**

31 OCTOBER TO 3 NOVEMBER, 2022

Overall Effectiveness

ACCEPTABLE



إتقان ITQAN





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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-level 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-level 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, science, and other subjects, including lessons reviewed jointly with senior leaders of the school;
- reviewing important documents such as, students' attainment data, 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	191	
	School location	Al Azrah	
	Establishment date	15/09/1996	
	Language of instruction	English	
	School curriculum	UK National Curriculum	
	Accreditation body		
	Examination Board	EdExcel Pearson	
	National Agenda Benchmark Tests/ International assessment	PISA, TIMSS, PIRLS, CAT4, PTS, GCSE, IGCSE, AS-Level, A-Level	
	Fee range	28,000 to 38,000 AED	
	Staff	Principal	Mr Matthew Keyes
		Chair of Board of Governors	Mr Amin El Nezami
Total number of teachers		71	
Total number of teaching assistants		7	
Turnover rate		20%	
Main nationality of teachers		South African and British	
Students		Teacher: student ratio	1:25
	Total number of students	717	
	Number of Emirati students	91	
	KG: number and gender	61 female: 46 male	
	Primary: number and gender	147 female: 141 male	
	Middle: number and gender	103 female: 130 male	
	High: number and gender	35 female: 54 male	
	Nationality groups	1. Egyptian 2. Pakistani 3. Emirati	
Total number of students with special educational needs	6		

PROGRESS JOURNEY

Previous Inspection in 2018:	Current Review:
ACCEPTABLE	ACCEPTABLE



SUMMARY OF REVIEW FINDINGS

These findings are drawn from our team of five reviewers' 153 lesson observations, 69 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 as in the previous inspection of 2018. The school has had five headteachers in the last five years. The newly appointed headteacher took up post two months ago. He was the former deputy head and Head of Secondary and is still also in that role until a new Head of Secondary is appointed. Achievement is acceptable overall. Attainment is good in English in High and in geography, history, music and physical education generally. Most students have keen attitudes to learning. Teachers often show good knowledge and expertise and enable group work and collaboration. Assessment is less effectively used to plan differentiated activities for students of different abilities. The identification of and provision for students with special educational needs (SEN) and challenge for gifted or talented (G&T) students is at an early stage of development. The protection, care, guidance and support of students is good. The school's premises and facilities provide a safe and healthy learning environment for all students.

KEY AREAS OF STRENGTH:

- Good attainment in English in High, and generally so in geography, history, music and physical education.
- The consistently good behaviour of boys and girls throughout the school.
- Teaching which often features good knowledge and expertise amongst the staff. It enables students to collaborate and work in groups to some extent in some classes.
- The good care, support and guidance for students, their health and safety and their relationships with teachers and peers.
- New leaders provide a strategic direction for the school.

KEY AREAS FOR IMPROVEMENT:

- Strategies to raise standards of achievement in all subjects to good.
- Improvement of the quality of teaching across the school.
- Enhanced internal assessment processes and external benchmarking.
- Strengthening of the school's self-assessment processes.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Acceptable

Indicators:		EYEFYS	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Weak	Acceptable	Weak	Weak
	Progress	Weak	Acceptable	Acceptable	Acceptable
Arabic (as an additional Language)	Attainment	Weak	Acceptable	Acceptable	Weak
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Weak
	Progress	Acceptable	Acceptable	Acceptable	Weak
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable overall. In lessons and their recent work, most students make acceptable progress across the school. This does not match with internal data, which shows that all students make good progress across the school.• Internal assessment data shows good attainment in all phases. This is not seen in lessons and samples of students' work seen where students' attainment is acceptable in EYFS, Primary, Middle and High. There is no external data for Islamic education.• Across the school, students start gaining skills in learning to recite the Holy Qur'an confidently and accurately. Most of the students in FS2 can recite Surah Al Fatihah and Al Ikhlas. Few can mention the Du'aas before eating. Students in Middle phase develop their beliefs in different religions. In High phase, students develop their understanding of Islam concepts like Zakat and how to calculate its amount. Across the school, students sometimes struggle with memorizing and explaining the meaning of Hadeeth and reading Islamic texts.• All groups of students across the school make the expected progress. Progress of higher-attaining students is less developed. Lower-attaining students make slower progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Recitation of the Holy Qur'an confidently and accurately.• Understanding of Islamic concepts and values.	<ul style="list-style-type: none">• Students' skills to memorize and explain the meaning of Noble Hadeeths.• KG children reciting different types of Du'aa.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a first language (AFL) is acceptable overall. It is good in the Primary, acceptable in Middle and High but weak in the Early Years Foundation Stage (EYFS). This does not match the school's analysis of internal school assessment data, which showed good progress throughout the school. Students' achievement in Arabic as a second language (ASL) is acceptable overall. In lessons and over time, students make acceptable progress in the EYFS, Primary, Middle, and High. This does not match the very good progress shown by school internal data.• Internal assessment shows attainment in AFL is good across the school. This is not seen in lessons and students' work where attainment is weak in EYFS, Middle and High, and acceptable in Primary. In ASL, internal assessment data shows good attainment across the school. This is not seen in lessons and students' work as attainment is acceptable in Primary and Middle and weak in EYFS and High. There is no external data for AFL.• Across the school, AFL students develop acceptable speaking, listening, and writing skills and, in this way, learn to express their ideas clearly. For example, most grade 7 students are able to read the text on Expo the Universal exhibition, and analyse and identify main ideas. Also, most students are able to apply age-appropriate grammar rules in writing simple sentences. However, reading fluency and comprehension skills are less well developed, especially in Middle and High. However, students' extended and creative writing skills are less developed. In ASL, most children are able to identify and write the alphabet. In Primary, Middle and High, students are able to write simple sentences to describe events. However, students' writing skills are less developed particularly in Middle and High.• Overall, all groups of AFL and ASL students make the expected progress. Across the school, higher-attaining students do not always progress as well as they could particularly in Middle and High phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• AFL students' speaking and reading skills, especially in the Primary phase.• ASL students in Middle and High phases writing descriptive sentences.	<ul style="list-style-type: none">• Reading fluency and comprehension skills in AFL, especially in Middle and High• Writing skills in ASL particularly in Middle and High phases.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall. In lessons and in their work, most students make acceptable progress in Primary and Middle. This does not match with the school's internal data which shows all students make good progress.• Internal assessment data for the Primary shows good attainment in all classes. This is not seen in lessons and in students' books where, overall, students' attainment is acceptable. There is no external data for UAE social studies.• The students gain acceptable understanding about aspects of national identity, citizenship, values in society, and the history of the rulers of the UAE, and they can read maps. They have an acceptable knowledge about the heritage and culture of the UAE. They gain some age-appropriate understanding about the economic facts of the UAE. However, their knowledge of UAE geography, such as knowing about physical features and economic facts of other parts of the world, is underdeveloped.• Overall, all groups of students make expected progress. Higher-attaining students do not progress as well as they should in both Primary and Middle.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding and appreciation of national identity, citizenship, values in society, and the history of the rulers of the UAE• Students' knowledge and understanding of economic facts of the UAE	<ul style="list-style-type: none">• Students' knowledge of UAE geography and physical features.• Students' knowledge of economical features of other countries.



English

- Students' overall achievement in English is acceptable with good in High. In lessons and students' work, most students make the expected progress across the school while a majority in High make better than expected progress. This does not match internal assessment which shows students make good progress across the school.
- Internal assessment data show attainment is good across all phases. This is not seen in lessons and students' work as most students attain in line with curriculum standards across the school and a majority in High phase attain above curriculum standards. External data is an unreliable measure as the percentage of students taking GCSE is not representative of the whole cohort.
- In EYFS, children are making progress in their handwriting and when learning how to write the letters of the English alphabet. However, children's directional writing is less secure. Through Primary, most students' reading, speaking, listening and comprehension skills are acceptable. However, they show less skill in extended, imaginative or creative writing. By Middle and High, most become more confident in discussions with their peers. They are moderately confident in making presentations to audiences. Reading skills, especially for girls, improve quickly but their creative writing is underdeveloped. However, their spelling is less accurate. Students in High phase engage with the moral dilemmas posed by a range of international authors, poets and playwrights, such as William Shakespeare and Robert Frost. They generally respond thoughtfully in their writing to the finer issues surrounding characterisation and plotting.
- All groups of students, including SEN and Emiratis, make acceptable progress.

Areas of Strength

- Students' critical appraisal of poetry.
- Students' writing skills in High.

Areas for Improvement

- Extended imaginative and creative writing skills.
- Spelling accuracy for students in Middle and High.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable. In lessons and students' work, most students make acceptable progress across all phases. This does not match the school's analysis of its internal data, which shows all students make good progress.• Internal assessment shows good attainment across all phases, External data for GL, PT, CAT4 and GCSE, AS and IAL data for 2022 is not reliable as sampling does not represent the whole school. In lessons and students' work, attainment is aligned with external assessment as most students attain in line with curriculum standards across the school.• In EYFS, children develop numeracy skills as they can count to 10 and do basic addition and subtraction using pictures. In Primary, students can double up numbers, make 2D shapes with lollypop sticks and count the sides and corners. In year 5, students order numbers through a range of creative activities, including measuring games and card games. However, their mental mathematics skills are less developed. In Middle, students can change fractions into decimals, and percentages, In High, students are challenged solving vector problems in preparation for IGCSE exams, and explore Pure Maths and Statistics, through equations of lines and scatter diagrams. However, students' skills in solving complex problems are less developed.• Across all phases, all groups of students make expected progress. Higher-attaining students do not progress as well as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' skills in High to solve vector problems and explore Pure Mathematics.• Students' strong number concept development in KG and primary.	<ul style="list-style-type: none">• Students' use of a variety of strategies to solve mental mathematical problems in primary.• Middle and High students' ability to solve complex problems.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable across all phases. A majority of students make acceptable progress overall in lessons and in their work. This does not fully align with the school's internal data which shows students, overall, make good progress.• Internal assessment shows attainment is good in EYFS, Primary, Middle and High phases. External data for GL, PT, CAT4 and GCSE, AS and IAL data for 2022 is not reliable as sampling does not represent the whole school. In lessons and students' work, most students attain in line with curriculum standards.• In EYFS, children develop basic scientific vocabularies and are able to identify suitable clothes for different seasons. Primary and Middle phase students develop adequate skills in investigation, interpretation, and communication. They are able to apply their scientific knowledge to explain natural phenomena, for example global warming. However, they are less able to link their scientific knowledge to daily life context. Students in High develop investigation skills and understanding of scientific theories for example electricity and forces. However, they are less able to solve mathematical problems using the laws, for example Hooke's law.• Overall, all groups of students make acceptable progress. Higher-attaining students and those with SEN do not progress as they could.	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none">• Understanding scientific theories and principles in Middle and High phases.• Children's understanding of the natural world in EYFS	<ul style="list-style-type: none">• Students' skills to link scientific knowledge to daily-life contexts across all phases.• Students' skills to solve mathematical problems using scientific laws in Middle and High phases.



Other subjects	<ul style="list-style-type: none">• Students' attainment in other subjects is acceptable. In the wide range of other subjects taught, students make acceptable progress overall, in EYFS, Primary, Middle and High phases.• In High, students achieve high levels of success in external examinations in many other subjects, such as business studies, psychology and ICT.• In French, students in Middle and High make acceptable progress learning to convert the present tense into the past tense. A majority are confident in their writing, vocabulary and speaking in French. In music, students in Middle quickly learn a wide variety of songs and rhymes, and the actions that go with them. Older students learn how to play a wide range of instruments including the xylophone and the flute. Students practise notes with a variety in pitch and can follow the song played on the video. Students' athletics skills develop quickly in physical education. They develop proficient skills in strategic game play. They understand how to dribble a football. They constantly practise important techniques in football. In swimming, Middle students practise strokes with the help of floaters and noodles. Thus, they gain confidence in swimming. In art, students develop a wide range of traditional art skills by using a variety of mediums.• Across other subjects, all groups of students make at least expected progress in all phases.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' skills and knowledge in ICT, PE and swimming.• Students' attitudes, skill and knowledge in EYFS and Primary in music.	<ul style="list-style-type: none">• General language skills and vocabulary in French.• Digital technology skills in classrooms for research and independent learning.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are acceptable overall. They show good learning skills in English in High.• Students are keen to learn and they have developed positive attitudes for learning. They work collaboratively in most lessons, engage in focused discussion and communicate learning adequately to their peers.• Students make a few connections between learning and the real world. They are also able to make a few links of learning between different subjects, for example Islamic Education and Arabic language.• When given the opportunity, students are able to involve in problem solving and analytical activities. However, teaching provides limited opportunities and, consequently, those skills are less developed. Students' innovation skills are underdeveloped.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' positive attitudes-- for learning.• Students' communication skills.	<ul style="list-style-type: none">• Students' independent learning skills.• Students' innovation and enterprise skills.



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

Indicators:	EYFS	Primary	Middle	High
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">Students' personal and social development is good.Most students have responsible and positive attitudes for learning and behaviour. Student-staff relationships are based upon mutual respect. They cooperate well with others in lessons and around school.In lessons, most students behave well. They are courteous, friendly and work well with others. Students consistently show respect for teachers. Most students feel safe in school and say that any bullying is reported and addressed.Students exercise regularly in physical education and in sports clubs. A minority perform at high levels nationally. However, students' engagement in health improving activities such as healthy diets is underdeveloped, especially in High.Students are mostly punctual on arrival to school or to lessons with few students arriving late. Their attendance, at 92 per cent, is acceptable but needs to be improved.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">Students' understanding of Islamic values and awareness of Emirati culture are good in all phases. Students respect the Holy Qur'an, and Hadeeth Shareef in assemblies and senior students choose to use the prayer room independently. Students appreciate and recognise the impact of these values on everyday life in the UAE.Students have a good, basic knowledge of the Emirati heritage and culture. They participate in and enjoy cultural activities in school but less so in extra-curricular activities. They demonstrate a sound knowledge of their own culture. However, understanding and appreciation of other world cultures and environmental issues are less developed.				
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable



- Students demonstrate reasonable understanding for their responsibilities towards the school and willingness to engage in voluntary activities. However, students are less active in generating and leading voluntary initiatives.
- Students are willing to engage in work assigned to them by the school. However, they are less able to initiate their own projects, and their project ideas are conventional rather than creative.
- When given the opportunity, students enjoy taking responsibility and adopting leadership roles in the student council. They also perform very well in the school's United Nations initiative.

Areas of Strength:

- Students' positive behaviour and keen attitudes to learning.
- Students' understanding of Islamic values and awareness of Emirati culture.

Areas for Improvement:

- Students' attendance to at least good levels.
- Students' innovation and enterprise skills.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	EYFS	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The quality of teaching and assessment are both acceptable.Most teachers have secure knowledge of their subjects and understand how best students may learn. Only in a few lessons do teachers use a wide range of strategies to make learning activities interesting and which match well to the needs of students of differing abilities.Teachers plan lessons that are aligned adequately to the core curriculum standards. A minority of teachers use the learning environment effectively to support students' learning.Teachers' relationships and interactions with students are positive and ensure students' engagement in lessons. Lessons are usually structured and focused on attaining the learning objectives, but at times the pace can be slow. Teachers often ask basic questions to check and correct understanding.In a few lessons observed, teachers planned for differentiated activities to meet the needs of students from different groups, but this was not consistent across the school.Teachers rarely include opportunities for students to develop problem-solving and critical thinking skills. Students' outcomes would benefit from English teachers planning to develop those skills, particularly in High phase.				
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Internal assessment processes are thorough and consistent. The school uses a broad range of internal and external assessments, including CAT4, TIMSS, IGCSE, AS and AL external tests and examinations. However, the school's analysis is less accurate in reflecting actual attainment, and consequently data is not reliable.The school could only afford to pay for around 60% of the students to take the external assessments. It is not known whether the students who took the tests were representative of the whole cohort, and therefore the outcomes of the tests are unlikely to be reliable as a measure of student attainment.Most teachers have access to assessment information to monitor students' progress. However, they often do not make use of such data to influence teaching, especially in planning lessons to meet all students' needs, especially for SEN and G&T students.Teachers have reasonable knowledge of their students' strengths and weaknesses. The school has recently introduced a marking and assessment policy to ensure consistent marking and provision of feedback of students' work. However, feedback is still underdeveloped to provide students with sufficient guidance to help them understand what they are doing well and what they need to do to improve their learning.				



Areas of Strength:
<ul style="list-style-type: none">• Teachers' subject knowledge in a wide range of subjects and year groups.• Thorough and consistent internal assessment process.
Areas for Improvement:
<ul style="list-style-type: none">• Teachers' strategies to make learning activities interesting, and developing students' problem-solving and critical thinking skills.• Teachers' use of data analysis to inform their planning and to plan for differentiated activities to meet the needs of students from different groups.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	EYFS	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The curriculum is generally broad and balanced in all subjects. It complies with the statutory requirements of the UK, UAE, and the examination board, Edexcel. Overall, curriculum planning ensures adequate continuity in learning and progressive build-up of knowledge. This is particularly the case in High, where students are prepared well for university and future learning.• An ample range of curriculum choices are embedded in Primary. These provide good foundation for students to develop their interests and aspirations in Middle and High. Older students have a variety of curriculum options, such as mechanics, psychology, French and business studies.• Cross-curricular links are planned carefully and integrated into lessons. This helps students to transfer their learning between subjects and links to the wider world. This happens, for example, in links between geography, mathematics and science. Students learn in these ways through exploring the school, counting doors and windows and investigating scientific materials.• Teachers conduct periodic reviews of the curriculum to identify development priorities and to ensure provision of adequate curriculum that meets the academic and students' needs. This needs to continue with more vigour.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Teachers make acceptable modifications to the curriculum, especially for High. However, revisions and modifications are not always evident to meet the needs of all students especially SEN, lower-attaining, and G&T students.• In lessons, only a few opportunities to develop students' enterprise, innovation, independent learning and creativity skills are provided.• There are a range of extra-curricular activities, such as clubs for STEM, reading, drama and psychology. Students have benefited from field trips to Fujairah, the Sharjah science museum and Green Planet. These visits allow students to develop a better understanding of the UAE's values and culture.				
Areas of Strength:				
<ul style="list-style-type: none">• Cross-curricular links integrated into subjects that enhance learning about the wider world.• Curricular choices in High which provide good opportunities for students to progress into university and future learning.				



Areas for Improvement:

- Opportunities for enterprise, innovation, independent learning or creativity.
- Modifications of the curriculum and lesson planning to meet the needs of all groups of students.



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

Indicators:	EYFS	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
<ul style="list-style-type: none">• The protection, care, guidance and support of students is good.• The Child Protection policy is distributed and explained to staff and students. Procedures for safeguarding are effective. All staff and parents are trained in child protection policies and procedures.• The school provides a safe environment. Students are well supervised, including on school transportation. The school has put in place procedures to ensure code of conduct is adhered to by all students. Entry and exit from school are monitored by staff and teachers. Students are safe from cases of intimidation and bullying.• Maintenance records are available, however, they are not properly analysed to reach informed decisions.• The school's premises and facilities provide a safe and healthy environment. However, classrooms are often small and cramped which impacts on students' learning. The premises are kept consistently clean. The school has a lift which allows access for those with mobility issues on the ground and upper floor.• The school systematically promotes healthy living through workshops and health education programmes. The food in the school canteen promotes healthy diets but a few students do not always make healthy food choices.				
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Relationships between staff and students are based on mutual respect. Behaviour management is consistently good. The majority of students manage their own behaviour effectively.• Attendance and punctuality are acceptable, but the systems for promoting attendance to a higher level are less effective.• The school has a system to identify SEN and G&T students, but it is not shared widely enough with teachers or parents. Specialist staff are available for SEN and G&T students. However, support is weak in lessons or planning.• Students' well-being and personal development are monitored well throughout the school. Careers guidance, including links to higher education, helps students in High to pursue their career goals.				



Areas of Strength:

- Arrangements for safeguarding students, including child protection.
- Staff-student relationships and teachers' management of students' behaviour.

Areas for Improvement:

- Support for students with SEN or those who are gifted or talented.
- The improvement of rates of attendance across the school and students' punctuality in attending lessons.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

- The overall quality of leadership and management is acceptable. The school's senior leadership team has established and shared a clear vision for the school's development. The headteacher provides leadership of good quality and is a regular figure around the school.
- School leaders show a good understanding of the curriculum. They are seeking collectively to raise standards; however, the analysis of assessment data needs to be enhanced and shared with teachers to improve achievement.
- Senior leaders carry out an appropriate range of activities which contribute to self-evaluation. Regular monitoring visits and learning walks focus on the improvement of teaching. Middle leaders of subjects and year groups provide coordinated leadership and work harmoniously and productively together.
- The school's improvement plan focuses on making relevant changes and is bringing about positive change. It does not, however, include planning for longer than the next year. It does not share criteria for success, personnel allocated to specific priorities, significant improvement of resources and realistic timescales.
- The school has made some progress in addressing the recommendations of the previous full inspection of 2018. Its capacity for improvement is increasingly effective.
- The school's communications with parents about their children's progress is acceptable. It is gaining their support to improve attendance. Parents are represented on the VPA group. The school encourages a healthy dialogue through a range of communications but a few parents expressed dissatisfaction in the parental survey.
- The governing board provides acceptable governance. It is seeking to reduce the 20% turnover in staff now that Covid disruptions have decreased. It holds the school accountable for improving standards and is currently looking to improve staffing provision in the teaching workforce.



- The school is well organised. Daily routines run smoothly. Regular professional development supports improvement plans well. Students benefit from a range of resources but the library is under-resourced in books and learning technologies. It does not match the needs of all.
- The quality of the school's accommodation is acceptable but classrooms are often small and cramped. They are not conducive to a stimulating learning environment. Specialist areas for sport, music, art and science are matched to the requirements of those subjects.

Areas of Strength:

- The leadership of the headteacher.
- The smooth running of the day-to-day life of the school.

Areas for Improvement:

- Development of the School Improvement Plan based on accurate self-evaluation, and including clear specific priorities.
- Supervision and support for teachers especially the newly appointed teachers.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school currently has 10 Arabic teachers, 6 for AFL and 4 for ASL. They are spread evenly across all the Arabic-medium subjects. The overall ratio of teachers to students in the Arabic department is 1: 21.
- The school has 648 Arabic library books comprising 420 non-fiction books and 228 fiction books. There is no digital platform. Students in Primary have some choice of books in the library. There is a suitable seating area for reading. There are a few Arabic books and stories in the library, but not many which are relevant to the age groups within the school.
- Students reported that there were no proper events yet for this term. More activities were done prior to Covid, for example a Holy Qur'an reading competition. Arabic is included in most of the events and assemblies. However, reading plans are only provided for students with special educational needs.
- Parents reported that they have donated quality books for the library, including Arabic books, during recent years.

The school's use of external benchmarking data

- The school uses a broad range of internal and external assessments, including CAT4, TIMSS, IGCSE, AS and AL external tests and examinations. Around 60% of students participate in the external assessments as the school lacks sufficient funding to cover all fees.
- It is not known whether the students who took the tests were representative of the whole cohort. In addition, the school analysis of the data is sometimes not accurate measure of student attainment.
- The school provides acceptable levels of help and support for those students who undertake external examinations. This support embodies much coaching and mentoring in examination practice which takes up many weeks in year groups such as Grade 12.
- The school prepares individual reports on students' outcomes and informs both students and parents.

Provision for EYFS

- There are 66 children in the four EYFS classes. The ratio of teachers to children is 16.5 : 1. Each class has one full-time assistant who assists with children's personal and social, rather than learning, needs.
- The classrooms are colourful, with appropriately sized tables and chairs. There are basic learning resources to support the key areas of language and mathematics. There is an indoor activity area with soft flooring which is used for PE, although the children also have access to the enclosed playground which has a selection of suitable materials for exercise and to develop gross motor skills.
- Children have familiarisation visits when they are about to start school. Parents receive a pack and there are online zoom meetings so parents can ask questions and get additional information and the school can determine any information relevant to the child's development.



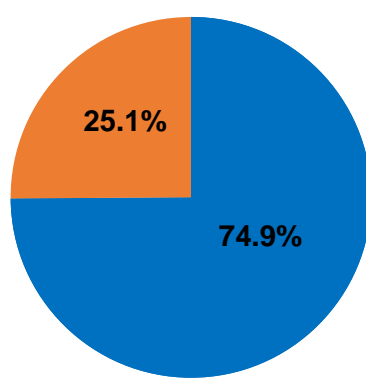
- Children have a baseline test when they start school and teachers have daily contact with parents through Google classroom. When transitioning into Year 1 children have taster days. Children are tracked for all achievements. These records go to the data coordinator and are accessible to new teachers.



VIEWS OF PARENTS

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

No. of Responses = 183



■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise standards of achievement in all subjects to good by:
 - focusing on raising attainment in all subjects
 - increasing students' independent learning by use of technology
 - ensuring lesson planning consistently has opportunities for students to develop their innovation, creative and critical thinking skills across the school
 - increasing opportunities for students to develop their extended writing skills in Arabic as a First and Second language, and in English language
 - raising levels of attendance to at least good.
- Ensure appropriate teaching is practised across the school by:
 - reviewing lesson planning to enhance student-centered learning activities
 - using a wide range of strategies to make learning activities interesting and matching well the needs of students of differing abilities
 - extending differentiation techniques and resources teachers use.
- Enhance internal assessment processes and external benchmarking by:
 - applying appropriate benchmarking process across all phases



- ensuring accurate analysis of data including external assessment and the use of data in teaching.
- **Strengthen the school's self-assessment processes by:**
 - making rigorous and consistent use of internal and external data in the SEF
 - enhancing coherence between the SEF and the school improvement plan.

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 schools.review@spea.shj.ae within three weeks of receiving this report.