



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Providence English Private School

24 – 27 October, 2022

Overall Effectiveness

GOOD



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 and 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	121	
	School location	Mowailah Commercial	
	Establishment date	01/09/1990	
	Language of instruction	English	
	School curriculum	UK Curriculum	
	Accreditation body	Cambridge (CAIE)	
	Examination Board	Cambridge and Oxford AQA	
	National Agenda Benchmark Tests/ International assessment	Cambridge Primary and Lower Secondary Checkpoints IGCSE, AS & A Level GL Progress Tests, CAT4	
	Fee range	AED 10,920 – 25,200	
	Principal	Marwa Diao Youzbachi	
	Chair of Board of Governors	Dr. Ahmed Bader	
Staff	Total number of teachers	77	
	Total number of teaching assistants	10	
	Turnover rate	11%	
	Main nationality of teachers	Pakistani	
	Students	Teacher: student ratio	1:13
		Total number of students	1142
		Number of Emirati students	47
		KG: number and gender	Females 63: Males 83
		Primary: number and gender	Females 290: Males 318
		Middle: number and gender	Females 115: Males 115
		High: number and gender	Females 71: Males 87
Nationality groups		1. Egyptian 2. Pakistani	
Total number of students with special educational needs		6	

PROGRESS JOURNEY

Previous Inspection in 2018:	Current Review:
ACCEPTABLE	GOOD

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SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 142 lesson observations, 15 of which were carried out jointly with school leaders.

The school's overall effectiveness is good. This is an improvement since the previous inspection in 2018. The school leaders' implementation of their self-evaluation and improvement plan has resulted in improving students' achievement levels, significantly influenced by the improved quality of teaching and learning in most phases. Students have positive attitudes to learning and this is enhanced by the supportive learning environment across the school. The curriculum is broad and balanced. Other aspects of provision are at least good, with the protection, care, guidance and support of students being very good.

KEY AREAS OF STRENGTH:

- Students' progress across the school in Arabic-medium subjects and in mathematics in primary and middle phases, and improvement in students' achievement in English and in physical education across the school.
- Students' achievements in IGCSE and AS level examinations.
- Teaching and assessment which have led to improvements in students' progress.
- Students' positive attitudes and behaviour and the arrangements for their protection, care, guidance and support.
- The vision and direction provided by the senior leadership team which has led to improvements in the school's provision

KEY AREAS FOR IMPROVEMENT:

- Consolidation of the improvement in students' progress across most subjects and improvement of student attainment in all subjects and phases.
- Improvement in the quality of teaching and learning particularly in FS and Arabic as a second language (ASL).
- Development of the roles and responsibilities of the middle leaders in monitoring and evaluating the quality of provision and leading learning in FS, ASL and primary science.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Good

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is acceptable overall. In lessons and in their work, the majority of students make better than expected progress in primary and high and most students make expected progress in middle. This does not match with the school's internal data which shows all students make outstanding progress across the school.• Internal assessment data shows attainment as outstanding. This is not seen in lessons and in students' books where, overall, most students attain in line with curriculum standards.• The majority of students make better than expected progress in primary and high, with most making expected progress in middle. Students across phases can understand the Holy Qur'an verses related to the curriculum and the meaning they convey. Students also appreciate Islamic values and ethics embedded in the Holy Qur'an and Hadeeth and apply them in their daily life. In primary and middle, students demonstrate good knowledge and understanding of the importance of mosques in Islam and the expected standard behaviour when praying at them. Students in middle can memorize short suras from the Holy Quran. Students across phases do not have a deep understanding of the impact of Islamic values on UAE society and culture. Students' skill of accurate reading of verses of the Holy Qur'an is underdeveloped.• Overall, the majority of groups of students make the same progress as other students in the same phase.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of the Holy Qur'an verses and the meaning they convey,	<ul style="list-style-type: none">• Accurate reading of verses of the Holy Qur'an.• Deeper understanding of impact of Islamic values on UAE society and culture.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic as first language (AFL) is good across all phases. In Arabic as second language (ASL), students' achievement is acceptable across all phases. In lessons and in their work, students make good progress in AFL across all phases. In ASL, students make good progress in the primary phase and acceptable progress in the middle and high phases. This does not match with the school's internal data which shows all students make outstanding progress across the school.Internal assessment data shows attainment as outstanding for AFL and very good for ASL. This is not seen in lessons and in students' books where, overall, the majority of students in AFL in high phase attain above curriculum standards and most students attain in line with curriculum standards in primary and middle. In ASL, most students attain in line with curriculum standards across all phases.In AFL, the majority of students make good progress across all phases. In ASL, the majority of students make good progress in primary and acceptable progress in middle and high. In middle and high, students can extract meaning and ideas from age-related literary stories and poems. They can apply standard Arabic when they engage in discussions on familiar and unfamiliar topics. Most students in primary make acceptable progress in developing speaking, listening and reading skills in line with curriculum standards. Students' ability of functional use of new vocabulary in extended writing is less developed across all phases. Students' skills in middle and high of accurate reading aloud and pronunciation of age-related Arabic texts are underdeveloped.Overall, the majority of groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' application of standard Arabic when they engage in discussions on familiar and unfamiliar topics.	<ul style="list-style-type: none">Accurate reading aloud and pronunciation of age-related Arabic texts.Functional use of new vocabulary in extended writing.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. In lessons and in their work, the majority of students make good progress across all phases. This does not match with the school's internal data which shows all students make outstanding progress across the school.• Internal assessment data shows attainment as outstanding. This is not seen in lessons and in students' books where, overall, the majority of students attain above curriculum standards in the high phase. In primary and middle, most students attain in line with curriculum standards.• Students make good progress overall. Students' use of information technology for searching information is a main feature in social studies lessons in middle and high. In these phases, students demonstrate knowledge and understanding of UAE initiatives for sustaining its economy. Students in middle can identify different types of soil, their characteristics and appropriateness for being planted, Students in primary have good knowledge and understanding of the role of the founding fathers in the development of UAE economy, society and culture. Primary students show knowledge of the different types of UAE old and new banknotes and coins. In middle and high, there is inconsistency in students' understanding of Islamic values and ethics embedded in UAE society and cultures and their understanding of the role of UAE in supporting the economies of poor countries.• Overall, the majority of groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' research skills using technology in middle and high.• Students' knowledge and understanding of the role of founding fathers in the development of UAE economy, society and culture.	<ul style="list-style-type: none">• Students' understanding of Islamic values and ethics embedded in UAE society and culture.• Student's understanding of the role of UAE in supporting the economies of poor countries.



English	<ul style="list-style-type: none">Achievement in English is good across all phases. In lessons and recent work. students make good progress in all phases. This does not match with the school's internal data which shows students' progress as outstanding across all phases.Student's attainment in external GL and IGCSE assessments indicates attainment higher than national and international standards. Internal data shows trends over time as outstanding in FS and primary and very good in middle and high. This does not match the good attainment seen in lessons and students' work.In FS, children learn to speak using phonic sounds to break down words and build on them to create full sentences. Students in the primary phase make at least good progress in developing speaking, listening, and reading skills. Students learn to read and comprehend texts with increasing skill and develop abilities to speak confidently. Primary students' writing skills are underdeveloped. Year 8 students develop their spoken, written and research skills as part of their work on presentations. Students in year 9 learn to express their ideas particularly in debates and reading aloud. High phase students can read and comprehend texts and develop skills to speak confidently, when expressing their ideas. Daily reading opportunities are inconsistent across all the phases. Students' extended writing skills are less well developed the primary, middle and high phases.Overall, the majority of groups of students make better than expected progress develop their spoken, written and research skills as part of their work on presentations.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' ability to use complex language and structures in a range of contexts in middle and high.Reading and comprehension skills in middle and high.	<ul style="list-style-type: none">Reading daily to support the development of their reading and written skills.Extended writing skills in primary, middle and high.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is good overall. It is acceptable in the FS phase. A majority of students make better than expected progress overall in lessons and in their work, with most FS children making expected progress. This is not fully aligned to the school's internal data, where FS progress is outstanding and primary progress is very good.• The school's internal assessment data shows attainment in FS and primary as outstanding and as very good in middle. This is contrary to the attainment seen in mathematics lessons and in students' work where it is acceptable in FS, primary and middle. Attainment in the high phase lessons is good, which is below the external IGCE and GL very good outcomes.• A majority of students make more than the expected progress overall. Most FS children make acceptable progress. In FS, children demonstrate a good understanding of different shapes, Children make slower progress in their development of basic number skills In early primary, students make good progress in developing number skills and the use of addition and subtraction. By late primary, students can find the perimeter and area of compound shapes. However, students are unsure how to express the mid-point between two decimal numbers. In early middle, students can identify lines of symmetry, but students are unsure about rotational symmetry. Students show good knowledge of finding the volume of cuboids in higher middle phase lessons. By the end of high phase, students show good problem-solving skills in undertaking calculus questions involving integration.• Overall, a majority of groups of students, including SEN students, make better than expected progress, with most groups of children making expected progress in the FS phase.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Primary students' development of number skills and the use of operations.• High phase students' ability to use calculus methods to solve problems.	<ul style="list-style-type: none">• FS children's number skills.• Middle phase student's knowledge and understanding of rotational symmetry.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall; it is good in middle and high phases. Most students make expected progress from their respective starting points in the FS and primary phase. Students in middle and high make good progress. Internal assessment data indicates that students' attainment is very good in the middle phase but outstanding in all other phases. In lessons and their work, attainment is acceptable in the FS and primary phases and good in the middle and high phases.• External GL assessment outcomes indicate outstanding attainment in the primary and middle phases. IGCSE outcomes for the previous academic year were outstanding in physics and very good in biology and chemistry. Attainment at AS level was very good for all sciences.• FS children can describe basic terms relating to motion and use them appropriately. Year 6 students can describe the process of dissolving using the appropriate scientific terms and can carry out very simple experiments to illustrate the process. Overall, the scientific skills of the primary students are limited. They do not have a secure understanding of the fair test. As students move into the middle phase, they are more confident in using scientific terminology. Year 9 students, for example, demonstrate a clear understanding of atomic structure and how this relates to the periodic table. They can describe how covalent bonds are formed. By the end of the phase the students can perform more complex experiments following instructions. Skills in writing laboratory reports are more limited. In the high phase, students have few opportunities to extend their experimental skills through designing and carrying out investigations to test their own hypotheses following the scientific method.• Internal and external data and evidence from lesson observations and in their recent work indicates that all groups make the same progress apart from the high phase where girls outperform the boys.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to follow instructions in performing simple science experiments in middle and high.• The attainment of students in external examinations.	<ul style="list-style-type: none">• Primary students' skills in performing scientific experiment.• Students' understanding and application of the scientific method.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. It is good in physical education across the school. It is good in business studies and information technology in the high phase. It is acceptable in computing, art, and French. Most students make expected progress over time in all phases.• Attainment overall is acceptable in other subjects. It is good in physical education across the school and good in business studies and information technology in the high phase. The IGCSE and AS examination outcomes are outstanding. In lessons and in their work, students' attainment is acceptable in all phases.• In physical education, students develop their motor skills through exercises in walking, running, stretching, bending, catching, and throwing the ball. In business studies, students can evaluate and synthesise information and in information technology, they can calculate cell functions, but their application of computer skills is inconsistent. In French, students' oral and written skills are less well developed.• All groups of students make expected progress in other subjects.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' performance in physical education activities.• Students' ability to write evaluatively in business studies, with synthesis and application in information technology	<ul style="list-style-type: none">• Students' oral and written skills in French.• Students' computer skills and application of skills.

Learning Skills	<ul style="list-style-type: none">• Students' learning skills are good overall. They are acceptable in FS. Students show enjoyment in their learning. Older students take responsibility for their learning, showing independence and self-motivation. They collaborate well and exchange solutions when solving problems. In FS and early primary, students are more passive learners and reliant on their teachers.• Students' communication skills are generally good, and they readily explain their own thoughts and ideas. Older students take responsibility for leading learning. In physical education, students work well together in team activities. In most subjects, students link learning to real life. Making connections with other areas of learning is in evidence in most subjects. Science experiments are often linked to mathematics and English.• Middle and high phase students demonstrate good ability to research and solve problems. Independent learning is generally limited in the FS and primary phases. The use of technology to enhance students' learning opportunities is a developing area across the school.
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	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none"> • Collaboration and problem-solving skills. • Students' communication skills 	<ul style="list-style-type: none"> • Independent learning in FS and primary. • The use of technology to enhance learning opportunities.

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

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"> • Students' personal and social development and innovation skills are very good overall. Students' innovation skills are good. • In lessons and throughout the school students have positive attitudes to learning. They come to school prepared and eager to learn. Behaviour and relationships throughout the school are very good. Students are sensitive to the needs of other students and work with mutual respect in groups and competitive sports. Bullying is very rare. • Students have a good understanding of healthy lifestyles and mostly make appropriate choices, However, this is not always evident with a minority of students in the choices they make in the lunches they bring to school. They can talk fluently about the effects of certain food groups and the consequences. They participate fully in morning exercises. • Attendance is very good at 96% across most of the phases. Attendance in FS is more variable. Students are very punctual to school and lessons. 				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none"> • Students have a very good understanding of how Islamic values influence UAE society. They appreciate the heritage and culture of the UAE, and they can discuss confidently the heritage and history. • Students' knowledge of other world cultures is good. The different cultural groups in the school are embraced and celebrated in morning assemblies. 				



Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none">• Students have a good understanding of their responsibilities in the community, The School Council leads on initiatives in the school as well as the local community.• Students have a positive work ethic and have clear aspirations. Innovation and enterprise skills in lessons is good.• Students understand the importance of environmental conservation in the wider world. They actively share their ideas with the governing body.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' positive attitudes and behaviour towards their learning.• Positive working relationships with their peers.				
Areas for Improvement:				
<ul style="list-style-type: none">• Attendance in FS.• Further promotion of healthy lifestyles.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Good	Good	Good
<ul style="list-style-type: none">The overall quality of teaching and assessment is good. Teachers demonstrate secure subject knowledge and understanding of strategies that help students learn. Teacher interactions are affirming, and they create a positive learning environment. Lesson planning clearly identifies the learning intentions and general teaching strategies, most have details on how individual lessons are to be adapted to cater for the learning needs of the more and less able students.Teachers ensure that FS children and students in the lower year groups in primary are well-settled and have good learning routines. However, teaching strategies in these year groups do not consistently develop students' independence and provide them with the opportunity to make choices in their learning, particularly in FS. Teachers' use of questioning in the primary to high phases engages the students in extended dialogue and develop progressively their critical thinking skills.In the more effective lessons, particularly in the middle and high phases, teachers use a range of strategies to meet the needs of the higher and lower-attaining students. In a minority of lessons problem-solving and innovation is underdeveloped overall. In lessons, particularly in primary, teachers rely too heavily on textbooks and worksheets to underpin teaching.				
Assessment	Acceptable	Good	Good	Good
<ul style="list-style-type: none">Internal assessment processes are good overall. Baseline tests, ongoing quizzes and teacher assessments are analysed effectively to monitor students' progress. Teachers mostly use this information effectively to set targets for individual students.External examination data from a wide range of international assessments, including IGCSE and AS levels are benchmarked against international standards. GL Progress and other external diagnostic tests are administered to track students' progress as they move through the school. The thorough analyses of these assessment outcomes are used to impact positively on lessons.Teachers have a good knowledge of their students' attainment. They provide regular constructive feedback and identify the next steps in learning when marking work. Peer and self-assessment are inconsistent throughout the school.				
Areas of Strength:				
<ul style="list-style-type: none">Teachers' knowledge of their subjects and how students learn.Internal and external progress assessments which provide useful information for teachers.				



Areas for Improvement:

- Further development of the range of teaching strategies in FS and lower Primary.
- Implementation of a planned strategy to enhance teachers' skills in developing students' critical thinking, problem solving and independent learning skills.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Good	Good	Good
<ul style="list-style-type: none">The overall quality of curriculum design, implementation and adaptation is good. The curriculum is broad and balanced and has a sound rationale based on the National English Curriculum for core subjects and the Ministry of Education curriculum for Arabic-medium subjects. Additional subjects are also offered in art, computing, French and physical education. The school follows the EYFS curriculum for FS children. All statutory requirements are met. Implementation is good throughout the phases, but the curriculum does not always develop children's skills sufficiently in FS.In the high phase, students follow seven IGCSE 's in the core subjects including additional science and humanities subjects. Curriculum planning ensures good continuity and progression between the different level phases. It builds on prior learning and meets most students' needs, particularly in the higher phases.Cross-curricular links are planned and integrated into lessons. Students In information technology can calculate cells for excel spreadsheets linked to business accounting. This helps students link areas of learning and relate their studies to the wider world. Regular curriculum reviews identify development priorities and are linked to continuous professional development.				
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">The school makes a few modifications to the curriculum to meet the needs of most groups of students, in particular the needs of SEN students are met well.Adaptations and modifications to the taught curriculum support students' innovation, enterprise, and independent learning skills. There are adequate opportunities for enterprise innovation, creativity, and social contributions. in the middle and high phases.There is a range of extracurricular activities including environmental management, martial arts, yoga and community link activities. Appropriate learning experiences are provided to develop students' understanding of the UAE's culture and society.				
Areas of Strength:				
<ul style="list-style-type: none">Broad and balanced curriculum.Continuity and progress of the curriculum between the phases.				
Areas for Improvement:				



- Development of the FS curriculum to enhance the skills in all children.
- Opportunities for enterprise innovation, creativity, and social contributions.



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The overall quality of the protection, care guidance and support of students is very good. The school has rigorous procedures in place to protect all students. Policies and procedures are systematically communicated to students and parents.The school environment is very safe and secure and maintained to a high standard. Records are comprehensive and incidents are acted upon immediately.The school's promotion of safe and healthy living is built into most aspects of school life, and this supports students' health choices. School buildings and equipment are very well-maintained and meet the needs of all learners.				
Care and support	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Teachers promote positive relationships and systems and procedures for managing students' behaviour are effective.The promotion of attendance and punctuality is effective. The attendance in FS is lower than that of the rest of the school.Systems for identifying students with SEN and those who are gifted and talented (G&T) are thorough. Appropriate intervention plans are produced and shared with parents. The students with SEN receive effective support in lessons. The G&T students and high ability students are effectively supported. Advanced academic students are supported with advanced learning plans and additional classes. Students with a talent in sports are coached within the school and supported to take part in national and international events.Senior students are efficiently monitored. They receive effective personal development guidance to support their further study at university.				
Areas of Strength:				
<ul style="list-style-type: none">Provision for the overall protection, care, guidance, and support of students.Staff and students' relationships.				
Areas for Improvement:				



- The promotion of regular attendance in FS.
- Guidance and support in phases 1 and 2.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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

- The overall quality of leadership and management is good.
- The Principal and leaders at all levels set a clear strategic direction for the school which is shared with all stakeholders. The school embraces and contributes to the UAE national and Emirati priorities. School leaders share a commitment to creating an inclusive learning environment. They have a secure knowledge of the curriculum and of effective pedagogy. They are effective in creating a positive culture which promotes good quality learning and personal development.
- Relationships and communications are professional and effective. The delegation of leadership and responsibilities is effective, with clear accountability for outcomes. There are inconsistencies in middle leadership accountability, particularly in FS provision. School leaders demonstrate good capacity to innovate and improve, as evidenced by the school's development of the innovative progress tracker that provides an in-depth analysis of students' progress measured against curriculum standards. The impact of the school's goal to attain high standards is seen in the students' high performance in external assessments. The school is fully compliant with statutory and regulatory requirements.
- Self-evaluation and improvement planning reflect the views and ideas of all stakeholders. Senior and middle leaders undertake regular lesson observations. The School Improvement Plan (SIP) effectively addresses all the areas from the previous review report. The SEF does not always identify the next improvement targets in some sections of the report. There has been improvement in almost all the areas identified in the previous inspection report.
- Parents are positive about the quality of education their children receive. The Parent Council regularly supports the school in activities and functions. Communication between the parents and the school is good. For example, the school's online portal enables parents to view all aspects of their children's progress as well as providing immediate two-way communication. The school ensures regular contact with parents of SEN students to engage them as partners in meeting their child's educational and emotional needs. Formal reports and meetings with teachers provide parents with opportunities to discuss their children's progress. The school has effective links with

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local and international organisations and universities. The school is part of the SHARAKA Program which provides links with schools and universities across the world.

- All stakeholders are represented on the governing body, and they meet regularly to review all aspects of the work of the school. They regularly review the progress in all areas of the SIP and hold senior leaders to account for meeting the targets. They are very proactive in supporting the school, for example one governor works with the Student Council on areas related to well-being and careers. The Governors ensure that the school is staffed and resourced appropriately.
- The school is well-organised on a daily basis. Staff are well qualified and have regular professional development matched to the school's SIP priorities. There are good facilities and resources to support students' learning.

Areas of Strength:

- School leaders' impact on successfully improving the quality of education in the school.
- The proactive support, engagement and accountability provided by the Governors.
- The partnership with parents.

Areas for Improvement:

- Middle leadership accountability, particularly in FS, ASL and primary science.
- Consistency in identifying the next steps for improvement in the SEF.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The staffing provision for teaching Arabic across the school is 15 teachers with a teacher to student ratio of 1:13
- There are 850 books for Arabic readers in the school's library of which 525 are fiction and 325 are non-fiction. Teachers regularly take students to the library to provide motivation for enhancing their reading comprehension. An online library is available for students to access in school or in their home to promote the importance of reading. Students are also assigned books of their choice to read in their vacations and, after returning to school, they are provided with questions related to that book. The school librarian maintains records of the books borrowed from the library by each student. The librarian also helps students to access appropriate reading material in Arabic. There are no class libraries with Arabic reading material, but students have opportunities to access online reading material in the classroom.
- The school has internal reading competitions as well as entering students for external reading competitions.
- Parents are informed when students are assigned books for reading and encouraged to support their children with their reading in order to improve their attainment and progress overall.

The school's use of external benchmarking data

- PISA: (Last examination done in 2022) (For 15 years old) Registered 100% of students and 95% participated in the examination. TIMSS: (Last Examination in 2019) (For Year 5 and Year 8) Registered 100% of students of Year 5 and Year 8 and 100% students participated in the examination. PIRLS: (Last Examination in 2021) (Only for Year 5) Registered 100% of students and 100% students participated in the exam. CAT4: (Last examination in October 2021 and next exam in November 2022) (Selected years go for these examinations and the years are chosen and notified by SPEA.)
- Registered 100% students of selected year groups and 100% of students participated in examination in 2021. GL Progress Test: in English Math and Science (Last Examination in May 2022) (Selected years go for these exams and the years are chosen and notified by SPEA). Registered 100% students of selected years and 98% of students participated in the examination in 2022.
- The examination department is fully trained to conduct these examinations. Students are provided with information and adaptations are made in the curriculum to prepare them for these examinations. For example, Year 8 TIMSS modification and adaptation of curriculum starts from Year 6 and the students are given TIMSS type questions in their quiz and monthly & termly assessments. The targets and information about all these examinations are displayed in all the school corridors.
- Parents are informed through the school portal. Staff are given CPD, and workshops are conducted for students and parents, Students are sent their results and the overall results are also displayed in the school. Parents are also mailed the results of these examinations and they are posted on the school's website.

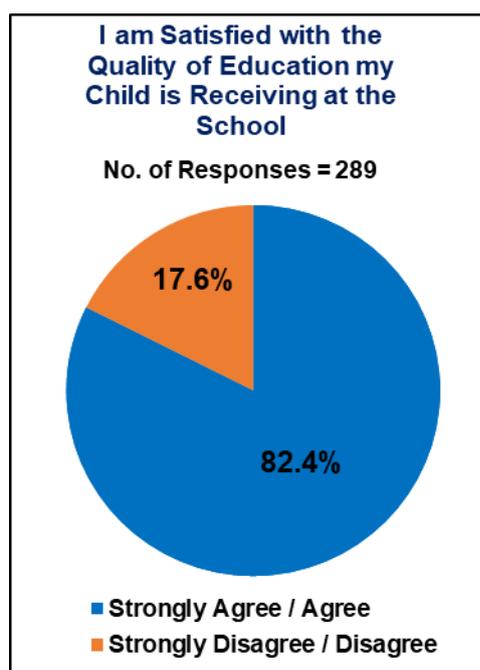


Provision for KG

- The school's provision is for FS2 children only. There are four classes in FS2 with a total of seventy-five children. The teacher child ratio is 1:12. There are four classroom assistants. The classroom assistant ratio is 1:19. The school deploys sufficient classroom assistants. When there are insufficient classroom assistants the school can use staff from other areas of the school to support as an interim measure.
- The school has the following resources to support indoor learning: a resource-based room, a computer laboratory, smart screens in classrooms, indoor activity halls and an 'educenter.' These resources are accessible to teachers to plan and utilise for their class lessons.
- The school has the following resources to support outdoor learning: a safe floor play area, a non-grass football field, basketball and volleyball courts and sufficient outdoor spaces for other physical activities. Outdoor resources support the children's physical and motor skills and ability to play with the other children.
- Parents and children are invited into the school prior to the start of the academic year to meet the teachers and orientate themselves around the school environment and their classrooms. At this stage they are informed of the school policies and procedures. The children's progression involves an introduction to their new teachers and students. The children also visit other areas in the school's environment. The teacher shares with parents activities and resources to be taught and practised in preparation for the start of the new year.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Consolidate the improvement in students' progress across most subjects and improve student attainment in all subjects and phases by:
 - identifying and sharing good practice.
 - undertaking themed observations that target specific aspects of learning.
 - providing a wider range of resources to motivate students and re-enforce learning.
 - reviewing and developing students' higher order learning skills.
 - increasing the use of technology to enhance learning.
- Improve the quality of teaching and learning particularly in FS and Arabic as a second language (ASL) by:
 - providing targeted continuous professional development for teachers.
 - improving' knowledge and use of resources in FS to allow children to explore and discover.



- making more consistent use of data in lessons to target activities at an appropriate level.
- Develop the roles and responsibilities of the middle leaders in monitoring and evaluating the quality of provision and leading learning in FS, ASL and primary science by:
 - providing targeted continuous professional development for middle leaders
 - creating clearly defined senior leader monitoring and evaluating responsibilities for ensuring improved provision in FS, ASL and primary science.

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.