هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

PACE INTERNATIONAL SCHOOL

31 October – 3 November 2022

Overall Effectiveness	ACCEPTABLE

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	182
	School location	Mowailah Commercial, Sharjah.
	Establishment date	19/4/2016
	Language of instruction	English
	School curriculum	Indian
	Accreditation body	
	Examination Board	CBSE
	National Agenda Benchmark Tests/ International assessment	PISA; TIMSS; PIRLS; CAT4; EMSAT; ASSET
	Fee range	9,000-11,900AED
Staff	Principal	Mushin Kattayat
	Chair of Board of Governors	Muhammed Salman Ibrahim
	Total number of teachers	177
	Total number of teaching assistants	22
	Turnover rate	7%
	Main nationality of teachers	Indian
Students	Teacher: student ratio	1:23
	Total number of students	3821
	Number of Emirati students	0
	KG: number and gender	307 Females: 461 Males
	Primary: number and gender	946 Females: 1066 Males
	Middle: number and gender	315 Females: 367 Males
	High: number and gender	161 Females: 198 Males
	Nationality groups	1. Indian
		2. Pakistani
	Total number of students with special educational needs	7

PROGRESS JOURNEY

Previous Inspection in 2019:	Current Review:
ACCEPTABLE	**ACCEPTABLE**

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 198 lesson observations, 16 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 the previous inspection in 2019. While improvements are evident in some subjects and phases, particularly in KG, students' achievement remains acceptable overall as attainment has not improved consistently across phases and subjects as the quality of teaching overall remains too variable. Arrangements for students' health and safety, and safeguarding, are still good. The premises are well maintained and facilitate the inclusion of all groups of students. The provision for students' care and support is acceptable. Leadership and management remain acceptable overall. The principal and vice-principal work well as a team and have managed the substantial growth of the student population and the recruitment of over 80 teachers well.

KEY AREAS OF STRENGTH:

- Students' progress which has improved in most subjects in at least one phase, and the overall provision in KG.
- Students' personal and social development and their understanding and appreciation of Islamic values and UAE culture.
- The arrangements for keeping students safe and secure in school.
- The leadership and management of the principal and vice-principal in maintaining the overall standard of the provision within the school during the recent period when the school enrolment increased substantially.

KEY AREAS FOR IMPROVEMENT:

- The achievement of students in all subjects, but particularly Arabic as a second language (ASL) and English across all phases.
- More consistent implementation of effective teaching and learning strategies to meet the range of students' learning needs in all phases.
- The effective use of school improvement documents to raise standards.

MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Acceptable

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

Islamic Education	• Students' achievement in Islamic Education is acceptable overall. In lessons, most students in Primary make acceptable progress and the majority of students in Middle and High make good progress. • Internal assessment data indicates that attainment is very good overall. In lessons and their work, most attain in line with curriculum standards. • In Primary, students demonstrate acceptable knowledge, understanding and appreciation of Islamic values such as alleviating other's grief. They also demonstrate deep understanding of Islamic morals and how to behave with both Muslim and non-Muslim people in real-life situations. Students in High phase engage in discussions and debates about controversial social issues such as Islam's attitude towards equality between men and women. Students in Middle and High use ICT effectively for extended learning opportunities. However, Primary students find difficulty in reading grade-related verses from the Holy Qur'an with the correct pronunciation. In addition, students across phases have not embedded fully their comprehension of Holy Qur'an verses and Hadeeth to extract accurately the Islamic values and morals embedded in them. • Overall, all groups of students make at least acceptable progress.

Areas of Strength	Areas for Improvement
• Students' knowledge understanding and appreciation of Islamic values across all phases. • Students' ability to engage in High-level debates on controversial issues in High phase.	• Students' reading of verses from the Holy Quran with the correct pronunciation in Primary. • Students' comprehension of the embedded Islamic morals and values in Holy Qur'an verses.

Arabic	• Students' achievement in Arabic as a second language (ASL) is acceptable overall. From their starting points and over time, most students make acceptable progress in the Primary, Middle and High phases.
	• Internal assessment and MOE examination data for Primary and High indicates good attainment overall. In lessons and their work, most students attain in line with curriculum standards in all phases.
	• Most students across all phases make acceptable progress in developing speaking and listening skills. In Primary, students can identify the new meaning in a text correctly. In Middle, most students show effective understanding of new concepts in lessons and their speaking and listening skills are adequate. In High, students can read new concepts with adequate reading skills. However, students find it difficult reading unfamiliar texts with understanding or when they engage in a social conversation. Students' extended writing skills are less well developed across all phases.
	• Overall, all groups of students make the expected progress from their respective starting points.

Areas of Strength	Areas for Improvement
• Students' listening and speaking skills. • Students' vocabulary acquisition.	• Students' extended writing skills in all phases. • Students' reading skills for deeper comprehension and understanding.

Social Studies	• Students' achievement in social studies is acceptable overall. In lessons, the majority of students make good progress over time in High phase and acceptable progress in Primary and Middle phases. • There is no external data for social studies. Internal assessment data shows attainment as broadly good overall. In lessons and their work most students attain in line with curriculum standards. • Primary students can describe modern means of communication and compare them to communication in the past. They show knowledge and appreciation of healthy lifestyles, and link this to healthy food choices. They apply this through their appreciation of the UAE government's work to improve the health of schoolchildren. In Middle, students can locate countries on maps and describe their climate conditions and physical features. Middle phase students are less secure in their application of their geography skills to describe how the UAE is moving towards sustainable development. Students in High understand how to calculate the business costs of projects. Their understanding of societal problems within UAE and ability to research to provide potential solutions is less developed. • Overall, all groups of students make acceptable progress from their respective starting points.

Areas of Strength	**Areas for Improvement**
• Students' understanding and application of the types of business costing. • Students' ability to locate countries on the map and describe their geographical features.	• Students' knowledge of the UAE's experience in achieving sustainable development. • Students' ability to research UAE societal problems to arrive at potential solutions.

English	- Students' achievement in English is acceptable overall. In lessons and in their work, students make acceptable progress in KG, Primary and Middle, and good progress in the High. - Internal assessment data indicates that the students' attainment is good overall. In lessons and their work, students' attainment is acceptable in KG, Primary and Middle, and good in High. Grade 10 students' attainment in the external CBSE examinations is outstanding; the attainment of the Grade 12 students in these examinations is good. The attainment of the Primary and Middle students in the external ASSET examinations is weak. - In KG, children build their knowledge of phonics and use these to decode and read a range of words to an acceptable level. In Primary and Middle, most students develop their skills in speaking and answering questions at the expected level but their writing and reading lacks accuracy in the application of grammar conventions. High phase students progress well in developing speaking and listening skills in class discussions. They write well for a range of purposes and audiences. Students make less progress in their reading and writing in Primary and Middle. In general, students' reading and comprehension skills are inconsistent across all phases. - All groups of students make at least expected progress. However, higher and lower-attaining students do not always progress as rapidly as they could, especially in Primary and Middle.

Areas of Strength	Areas for Improvement
- Students' speaking and listening skills in all phases. - Older students' skills in speaking and writing using a range of vocabulary.	- Comprehensive writing in Primary and Middle. - Students' reading and comprehension skills across all phases.

Mathematics	- Students' achievement in mathematics is acceptable overall. Students' progress in lessons and over time is good in KG and Primary and acceptable in Middle and High. - Internal assessment indicates that attainment is broadly acceptable overall. In lessons and their work, attainment is good in KG and acceptable in Primary, Middle and High. External CBSE results for Grade 10 students indicate good attainment in 2022; the attainment of the Grade 12 students was acceptable. External ASSET assessments indicate weak attainment overall in Primary and Middle phases. - Students in KG make good progress in identifying numbers and shapes and comparing numbers. Their understanding of place value is well developed. This progress is consolidated as they move into the Primary phase. In Primary, students can perform basic mathematical operations confidently, interpret data and identify geometric shapes listing their properties. In the Middle phase, older students' ability to interpret graphs and other forms of data is developed further, however, they find it difficult to read and understand word problems to extract data to perform operations with decimals and fractions. In High, students can work out the probability of an event by applying the appropriate formula. Students' ability to apply their mathematical knowledge to real-life contexts is more limited. - The progress of all groups of students is acceptable overall.

Areas of Strength	Areas for Improvement
- Students' skills to identify geometric shapes and describe their properties in Primary. - KG children's understanding of basic number facts and place value.	- Middle phase students' skills to extract data from text to solve word problems. - Students' skills to apply their mathematics to real-life situations.

Science	• Students' achievement in science is acceptable overall. Children's achievement in KG and students in the Middle phase is good. In Primary and High, achievement is acceptable as most students attain in line with curriculum standards.
	• Internal assessment data indicates outstanding attainment in KG, acceptable in Primary and Middle, and weak in High. In lessons, the majority of KG children attain above curriculum expectations. In all other phases most students demonstrate knowledge in line with curriculum expectations. External CBSE results for Grade 10 students indicate very good attainment in science in 2022; the attainment of the Grade 12 students was acceptable in biology, chemistry and physics. External ASSET assessments indicate weak attainment overall in Primary and Middle.
	• KG children develop good skills of observing, investigating and exploring their environment. They analyse the features of extinct animals. By Grade 3 students can describe the arrangement of particles in solids, liquids and gases. By Grade 6 students perform simple investigations to test magnetic and non-magnetic materials and record their observations accurately. Middle phase students make good progress in their understanding of scientific principles and can apply these to real-life contexts, for example magnetic forces and how this is applied to maglev train transportation. They are, however, less secure in their understanding of the fair test and dependent and independent variables. By Grade 12 students can describe the process of synthesising genetically engineered insulin and can carry out more complex experimental procedures such as titrations in chemistry. Overall, students demonstrate acceptable skills in conducting experiments; they have an adequate understanding of how to conduct an experiment and follow instructions. They are less skilled in designing their own experiments to test their own hypotheses.
	• All groups of students make the expected progress from their starting points.

Areas of Strength	Areas for Improvement
• KG children's observation and exploration skills. • Middle phase students' ability to apply their scientific knowledge in real-life situations.	• Middle phase students' understanding of dependent and independent variables in experimental design. • High phase students' skills to design investigations to test their own hypotheses.

Other subjects	- Students' achievement in other subjects is good overall. Progress over time in lessons is good in most subjects but acceptable in art and PE. The school does not offer music. - In lessons and their work, student's attainment is acceptable overall. No internal data is available for art, PE or robotics. Internal data for the four languages is acceptable across Primary, Middle and High. CBSE external examination outcomes indicate that Grade 12 students' attainment was very good in home-science, marketing and IT. Students' attainment in commerce, informatics practice and economics was acceptable. - KG children develop skills through a variety of activities like balancing on bicycles, and many outdoor activities. In Primary, they learn stability and posture through karate, and develop skills in football and swimming. In Primary art, students can copy and colour a picture of a rose accurately. As they progress to the higher phases, students do not develop their creativity or use a wide range of media. In Primary and Middle language lessons, students' speaking and writing skills are less well-developed. In robotics, Primary students build simple robots illustrating the use of pulleys, Grade 10 students program their robots to recognise colours and draw shapes. Grade 4 students manage files and folders in IT lessons. By Grade 10 students can create animations. Grade 12 marketing students know how to apply the Maslow Hierarchy of Need. Grade 12 economics students apply their knowledge to interpret the problems of rural development. In home science, Grade 12 students learn to differentiate between dyeing and printing and its effect on fabrics. - Overall, the majority of the groups of students make better than expected progress.

Areas of Strengths	Areas for Improvement
- Students' development of programming skills in ICT and robotics. - Students' development of a wide range of skills in PE.	- Students' development of creativity and imagination in art lessons using a wide range of media. - Students' speaking and writing skills in the languages.

Learning Skills	• Students' learning skills are acceptable overall; they are good in KG. Students enjoy learning and have positive attitudes towards their work. KG children make appropriate choices when provided with a range of tasks and work independently. Older students take increasing responsibility for their own learning as they move through the school, although still relying heavily on their teachers and their textbooks.
	• Students work collaboratively in pairs and small groups. They communicate their ideas appropriately with their peers and teachers. On occasion, group discussions are dominated by an individual and not all contribute equally.
	• Students apply their learning to their understanding of the world and transfer learning and skills between subjects with their teacher's support. For example, in Grade 6 mathematics, students applied their learning about integers to compare the average temperatures of a range of countries including the UAE.
	• Students' ability to think critically is developing; their research and enterprise skills and ability to work independently is more inconsistent particularly in Primary and Middle. In general, students do not use their ICT skills sufficiently to research or present their work. Students' innovation skills are developed in robotics lessons; overall, these skills are not developed progressively across all subjects.

Areas of Strengths	Areas for Improvement
• Students' positive attitudes to learning. • Students' collaboration skills.	• Independence, innovation and enterprise skills. • Students' independent use of ICT and learning technologies.

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

Indicators:	KG	Primary	Middle	High
Personal development	**Good**	**Good**	**Good**	**Good**

- Students' personal and social development and innovation skills are good overall. Students' innovation skills are acceptable. Students demonstrate positive and responsible attitudes and respond well to critical feedback.
- Throughout the school, students display positive attitudes to their learning and school activities. They come to lessons ready to learn. Behaviour and relationships are good. Students are sensitive to the needs of other students. Bullying is very rare.
- Students have good understanding of the importance of healthy eating and maintain active lifestyles. A few students bring unhealthy snacks to school.
- Students' attendance is acceptable at 93%. A few students arrive late to school in the morning.

Understanding of Islamic values and awareness of Emirati and world cultures	**Good**	**Good**	**Good**	**Good**

- Students demonstrate a good understanding of Islamic values and have a secure understanding of the relevance and impact of these values on everyday life in the UAE.
- Students are respectful of the traditions and heritage of the UAE, such as the wearing of the abaya and hijab and the importance of prayer. School assemblies celebrate the culture of the UAE as well as the students' own cultures. They participate in a range of events to deepen their understanding of other cultures, including participation in national and flag day events.

Social responsibility and innovation skills	**Acceptable**	**Acceptable**	**Acceptable**	**Acceptable**

- Students participate in volunteering in school and the local community. The eco club, for example, grows plants around the school and helps to maintain them.

- Students show a positive work ethic. They engage in lessons and, at times, take the initiative to organise activities themselves. Innovation and enterprise skills in lessons are less well-developed, and students lack confidence in presenting their own initiatives and ideas.
- Students demonstrate an acceptable understanding of the benefits of sustainability. They participate in different activities to promote sustainability and conservation in the local environment and the wider world.

Areas of Strength:

- Students' positive attitudes, behaviour, relationships and self-discipline.
- Students' appreciation and understanding of Islamic values and Emirati culture and heritage.

Areas for Improvement:

- Students' attendance and punctuality.
- Students' innovation and enterprise skills.

PERFORMANCE STANDARD 3:
TEACHING AND ASSESSMENT

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

- The quality of teaching and assessment is acceptable overall. The quality of teaching in KG is good.
- Teachers have a secure knowledge of their subjects which they consistently apply in lessons. However, 46% of the teaching staff are new to the school and, while they have received continuous professional development (CPD) in specific aspects of pedagogy, the implementation of these strategies in lessons is inconsistent. Teachers throughout the school have secure subject knowledge. In Primary and Middle, the majority of lessons are teacher-led with an over-reliance on the textbook as a resource. Teachers in KG are more secure in how young children learn and the classrooms are designed to provide a rich learning environment suited to very young children where they can extend their learning through their play.
- Teachers plan detailed lessons that are aligned to curriculum standards and make effective use of time and resources. Teachers across the school use appropriate strategies to engage students and in some better lessons to challenge them. In general, teachers do not adapt lesson plans and activities based on assessment data to promote accelerated learning for higher-attaining students or to support the lower-attaining students.
- Although planned, cross-curricular links are not fully understood by teachers or implemented consistently. Teachers' interactions with students are positive and supportive. Questioning and dialogue generally engages students in meaningful discussions, particularly in Middle and High. In Primary, while questions encourage students' involvement in lessons, they rarely require students to think critically or analyse information.
- Older students demonstrate their ability to think critically and solve problems in the majority of subjects. Teachers in the upper grades in Middle and High phases develop students' independent learning skills and promote their research skills, although they do not use a wide range of sources and often rely on textbooks.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Internal assessment processes are coherent and well organised. Analysis of assessment data takes place but is still underdeveloped. Assessment information is recorded and broad trends and patterns of attainment are identified. The progress of individual students is not tracked systematically. Externally benchmarked attainment data is not yet effectively used to influence teaching.

- Teachers have reasonable knowledge of the strengths and weaknesses of students but often fail to follow-up in class with appropriate targeted support. Most teachers give oral feedback to students and mark their' work with helpful written feedback. Teachers involve students in self- and peer-assessment although this is not yet fully embedded in all subjects and grades.

Areas of Strength:

- The overall quality of teaching in KG.
- Teachers' support and feedback to students and emerging self- and peer-assessment strategies.

Areas for Improvement:

- Strategies to meet the needs of all learners.
- Analyses of assessment data to provide targeted support for individual students.

PERFORMANCE STANDARD 4: CURRICULUM

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

- The overall quality of curriculum design, implementation and adaptation is good. Curriculum adaptation is acceptable. The curriculum has a clear rationale. It is broad and balanced and aims to develop students' skills and knowledge. The school complies with licensing and statutory requirements. Implementation is generally good throughout the phases but does not always develop students' skills sufficiently in the lower grades of Primary.
- Curricular choices are provided for students in Primary and Middle targeted at developing students' interests and aspirations. In High phase, students have a choice of pathways in science or commerce subjects. Curriculum planning ensures adequate continuity and progression and builds on prior learning meeting most students' needs, particularly in the higher phases.
- Cross-curricular links are planned for all subjects. The school conducts regular reviews to ensure an adequate provision in subjects to ensure consistency and continuity.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The school makes adequate modifications to meet the needs of most groups of students. The curriculum is functional but lacks opportunities for students to have enriched experiences to strengthen their learning. The needs of students with special educational needs (SEN) are met well but in general the curriculum is insufficiently adapted to meet the needs of the higher- and lower-attaining students.
- Robotics has been introduced for students in grades 3-10 to strengthen students' innovation skills, but the adaptations and modifications to the taught curriculum are not yet supporting students' innovation, enterprise and independent learning skills in lessons across subjects.
- A range of extra-curricular activities and community link activities enriches the curriculum.

Areas of Strength:

- Breadth and choices in the curriculum.
- Planning for cross-curricular links.

Areas for Improvement:

- Curriculum modification to meet the needs of students.
- Curriculum modification to develop students' innovation and enterprise skills in lessons.

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	Good	Good	Good	Good

- The protection, care, guidance and support of students is good overall; care and support is acceptable.
- Procedures for safeguarding are effective. All staff and parents are aware of the child protection policies and procedures.
- School facilities are clean, safe, secure, and litter free. Supervision is effective. The arrangements for students travelling to and from school by buses and cars are well-managed. The premises are well-maintained although some playgrounds have loose rubber mats. The school is fully accessible to those with physical disabilities. Some classrooms, particularly in Primary, are too small for the number of students.
- The school systematically promotes healthy living through workshops and health education programmes. The school nurse, counsellors and PE teachers work together to raise awareness of healthy eating, fitness, and mental well-being.

Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Relationships between staff and students are positive and based on mutual respect. Systems and policies for managing behaviour are understood clearly by the whole school community. The school is not fully effective in promoting the importance of regular student attendance and punctuality.
- The school has appropriate procedures for identifying SEN students through assessments and teacher referral. Although relevant information is shared with teachers, it is not used consistently to adapt teaching. SEN students' progress is monitored effectively. The school has identified eight students as gifted and talented (G&T), however, challenge for these students and other higher-attaining students in lessons is not always effective. The two school counsellors are effective in identifying and supporting students, but the school has not increased the provision in this area commensurate to the rapid expansion in student numbers. The school does not have a trained SENCO.
- Students' well-being and personal development are monitored at intervals throughout the year. Support for students transitioning between phases is not systematic. This is the first year the school has had a Grade 12 cohort but the provision for careers guidance, including links to higher education, is generally underdeveloped.

Areas of Strength:
- Arrangements for safeguarding students, including child protection.   - Staff-student relationships and behaviour management.
Areas for Improvement:
- The identification and support of G&T and SEN students.   - The promotion of attendance and punctuality.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

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

- Overall, the quality of leadership in the school is acceptable. The principal has a clear vision for the school and sets a clear strategic direction. With effective support from the vice principal, this vision is shared by the school community. Senior leaders are committed to delivering UAE national priorities and creating an inclusive school. The leadership team has a secure understanding of the curriculum and best practice in teaching, learning and assessment, and useful improvement initiatives have started. However, the influx of 1,800 new students and 83 new teachers in the last six months has resulted in the impact of these initiatives on students' learning being less than planned. Relationships and morale throughout the school are good.
- Senior leaders understand that, while there has been some improvement in student progress, further improvement in attainment is required.
- The school's self-evaluation and school improvement procedures are acceptable overall. The self-evaluation process includes regular classroom observations. While this is a positive start in creating a culture of monitoring and evaluation, observations are not focused clearly enough on students' outcomes in lessons. The school improvement plan (SIP) has relevant targets, but these are mainly focused on teaching. Neither the SIP, nor the departmental action plans, are linked sharply enough to student outcomes in lessons and the analyses of external assessment data.
- The school is successful in engaging parents in supporting their children's learning. The regular parents' meetings are well attended. Parents' views are gathered through regular surveys which help to inform school policy and practice. For example, in response to the parents' comments the school introduced a robotics course for Primary and Middle phase students. Strategies used by the school for communicating with parents ensure they are well-informed about their children's progress. The school has productive links with the local community including local businesses.

- The governing body meets regularly but does not yet include parents. A second oversight body has been established by the governors which has representation from all stakeholders. Governors have access to information on students' achievements. An academic advisor has been appointed to develop the education provision of all schools in the group and has had an increasing influence on the school's performance.
- Most aspects of the day-to-day management of the school are well-organised and efficient. The school is adequately staffed, most are well-qualified. Staff generally benefit from CPD; this does not have a sharp enough focus on raising attainment in lessons. Staff use the resources available to promote acceptable academic and personal development for students. The premises are well maintained. Resources are generally sufficient to support adequate teaching and learning.

Areas of Strength:

- The management by the principal and vice-principal.
- Communication and reporting to the parents.

Areas for Improvement:

- Induction of teachers and appropriate CPD on raising student attainment.
- The development of the SIP and departmental action plans.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 14 teachers of Arabic. The teacher: student ratio is 1:14. The library contains approximately 1150 books of which 530 are fiction and 620 are non-fiction. A full-time librarian encourages students to attend the library by organising book-club meetings. Records are maintained of books borrowed by students.
- In addition to the main library most classrooms have a small selection of reading materials in Arabic. The older students in grades 8-12 also have access to on-line reading resources in the library or to use on their digital devices.
- A number of competitions are organised to promote reading in Arabic including a Reading Challenge which records the number of books in Arabic students read within a specified time. Students also compete in reading competitions against other schools.
- Once a week students bring in their own reading material, for example newspapers, to read in class. Parents are encouraged to support their children's reading by checking their progress on a weekly basis and feeding back their observations to the school

The school's use of external benchmarking data

- All students in Grade 10 are entered for CBSE examinations. The previous academic year was the first that the school had Grade 12 and all students were entered for at least six subjects. All students in grades 3-9 are entered for the ASSET assessments. All students in grades 3,5,7, and 9 are entered for CAT4 diagnostic tests as a baseline assessment. Students are entered for the PIRLS, TIMSS and PISA assessments.
- Students are prepared for the tests by having practice tests using questions aligned to those that will appear on the PISA and TIMSS assessment. The curriculum has also been modified to reflect the thinking skills required for success. In addition, students are set reading assignments to practice at home for PIRLS.
- Teachers have attended CPD Sessions conducted by ACER for TIMSS and by SPEA for PIRLS and PISA.
- Individual reports of students' outcomes in assessments are shared with students and parents and performance discussed during progress meetings with parents.
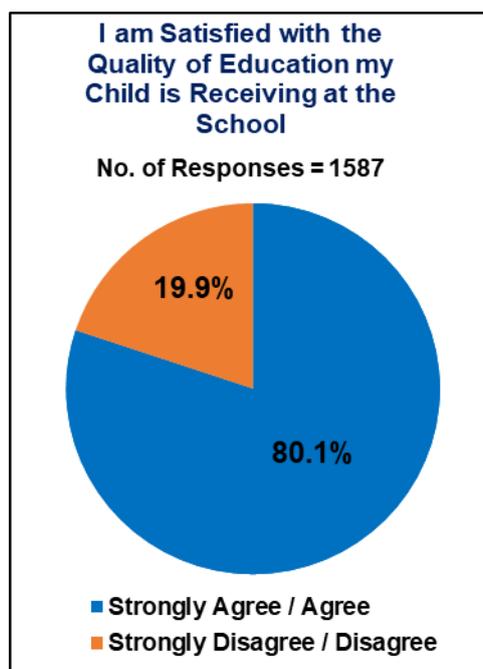
Provision for KG

- There are 30 teaching groups in KG. The teacher:child ratio is 1:25 in KG1 and 1:26 in KG2. In KG1 all teaching groups have a classroom assistant, the ratio is 1 assistant: 25 children. KG2 classes have only one assistant shared between two teaching groups so the ratio is 1 assistant: 52 children. In KG2 the assistants are deployed according to the activity on the timetable.
- Each classroom has a story corner and space to accommodate a number of learning stations with resources to support the development of gross and fine motor skills. All classrooms are fitted with interactive whiteboards.

- Outdoor play areas are set out to facilitate the development of the children's gross-motor skills and are equipped with large items of equipment such as pedal cars and bicycles. Troughs for sand and water-based learning are available and the area is marked out to promote a range of play activities.
- Parent orientation meetings are held at the beginning of the academic year for parents to meet the class teacher. Meetings are held with the transportation manager to discuss children's travel to and from school. Social media groups are set up to include the class teacher to facilitate communication between home and school. Welcome circulars and school guidelines, timetable and communication channels are shared with parents. At the end of KG, the arrangements for the children's move into Grade 1 are communicated to parents by circular.

VIEWS OF PARENTS

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

No. of Responses = 1587

19.9%

80.1%

■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise the achievement of students in all subjects, particularly Arabic as a second language (ASL) and English across all phases by:

  - ensuring lesson plans are implemented across all classes consistently
  - using a wider range of resources to stimulate and motivate students and reinforce key learning using ongoing assessment within lessons to adapt the lesson to students' emerging needs
  - identifying more effectively where good practice has the greatest impact on student outcomes and sharing this with others
  - embedding the CPD teachers have received in the use of questioning strategies that require students to give extended responses in lessons and that promote students' critical thinking skills, and ensure that it is implemented consistently
  - improving students' attendance and punctuality.

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- Implement more consistently effective teaching and learning strategies to meet the range of student's learning needs in all phases by:

  - providing more challenging activities for higher attainers and support for lower attainers in lessons
  - providing teachers with CPD on effective strategies which consolidate students' learning and differentiation in the classroom
  - raising further teachers' understanding of how students' diagnostic assessment outcomes are used to adapt lessons
  - appointing teachers trained in special educational needs.

- Ensure that school improvement documents are used effectively to raise standards by:

  - focusing self-evaluation on the impact provision has on students' achievement
  - using the most recent internal and external assessment data to set quantifiable targets for each subject and phase of the school
  - reviewing student achievement in relation to these targets at regular intervals throughout the year and adjusting where necessary
  - subject leaders using more accurate evaluations of student learning to inform their action-planning and target-setting processes.

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.