



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

# School Performance Review (SPR) | Report

Al Rowad British Private School  
11 – 14 March 2024

**Overall  
Effectiveness:  
ACCEPTABLE**





## TABLE OF CONTENTS

<b>PURPOSE AND SCOPE</b> .....	<b>3</b>
<b>THE SCHOOL PERFORMANCE REVIEW PROCESS</b> .....	<b>4</b>
<b>SCHOOL INFORMATION</b> .....	<b>6</b>
<b>THE SCHOOL PERFORMANCE REVIEW FINDINGS</b> .....	<b>7</b>
<b>Performance Standard 1: Students' Achievement</b> .....	<b>8</b>
<b>Performance Standard 2: Students' personal and social development and their innovation skills</b> .....	<b>17</b>
<b>Performance Standard 3: Teaching and assessment</b> .....	<b>19</b>
<b>Performance Standard 4: curriculum</b> .....	<b>21</b>
<b>Performance Standard 5: the protection, care, guidance and support of students</b> .....	<b>23</b>
<b>Performance Standard 6: Leadership and management</b> .....	<b>25</b>
<b>ADDITIONAL FOCUS AREAS</b> .....	<b>27</b>



## PURPOSE AND SCOPE

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

### Purpose

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

### Scope

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

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

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

**Performance Standard 1: Students' achievement**, comprising:

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

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

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

**Performance Standard 3: Teaching and assessment**, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

**Performance Standard 4: Curriculum**, comprising:

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

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

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

**Performance Standard 6. Leadership and management**, comprising:

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



## Judgements

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




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

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

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



## SCHOOL INFORMATION

School	School ID	353	
	School location	Al Azra, Sharjah	
	Establishment date	2019	
	Language of instruction	English	
	School curriculum	National Curriculum for England (NCfE)	
	Accreditation body	-	
	Examination Board	N/A	
	National Agenda Benchmark Tests/ International assessment	CAT4, TIMSS, TALA	
	Fee range	9,000 - 15,000 AED	
	Principal	Laurance John Cranny	
	Chair of Board of Governors	Mohammed Al Suwaidi	
Staff	Total number of teachers	40	
	Total number of teaching assistants	4	
	Turnover rate	10%	
	Main nationality of teachers	Egyptian	
	Teacher: student ratio	1:11	
	Students	Total number of students	432
		Total number of students per cycle	Phase 1: 34 Phase 2: 303 Phase 3: 95
		Number of Emirati students	0
		Number of Emirati students per cycle	0
		Phase 1	Boys: 22 Girls: 12
		Phase 2	Boys: 159 Girls: 144
Phase 3		Boys: 49 Girls: 46	
Phase 4		N/A	
Nationality groups		1. Sudanese 2. Egyptian	
Total number of students with special educational needs		8	



## PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
<b>WEAK</b>	<b>ACCEPTABLE</b>

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of four reviewers' 116 lesson observations, 22 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 an improvement since the previous review visit. Improvements have been made in students' achievement in most subjects. As a result, achievement is now acceptable in all key subjects and in all phases. Learning skills are also acceptable in all phases. Children's personal development is good in Phase 1 and students' understanding of Islamic values is good in Phase 2 and 3, Otherwise, all aspects of students' personal development are acceptable. Teaching and assessment and curriculum design and adaptation are acceptable, as are arrangements for health and safety and care and support provided for students. School leadership and self-evaluation are acceptable. The principal has a realistic view of the schools' strengths and areas for improvement. Governance, partnerships with parents and facilities, staffing and resources are acceptable. All leaders are committed to raising standards and have adequate capacity to improve the school further.

#### KEY AREAS OF STRENGTH:

- The improvement in the overall performance of the school.
- Children's personal development in Phase 1.
- Students understanding of Islamic values in Phase 2 and 3.
- The school's partnership with parents.

#### KEY AREAS FOR IMPROVEMENT:

- Progress and attainment in all subjects and phases.
- The quality of teaching and assessment in all phases.
- The accuracy and usefulness of the school's self-evaluation.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is acceptable overall.**

Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Arabic (as an additional Language)	Attainment	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Social Studies	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
English	Attainment	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Science	Attainment	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Learning Skills		Acceptable	Acceptable	Acceptable	N/A





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic Education is acceptable overall. In lessons and in their work, most students make the expected progress. This does not match the school's internal data, which shows children and students make very good progress across the school.</li><li>• The school's internal data shows that student's attainment is very good overall. This does not match with that seen in lessons and in students work, which shows most students attain in line with the curriculum standards. There is no external data for Islamic Education.</li><li>• Overall, students make acceptable progress in Islamic Education across the school. In lessons and their recent work, most children and students demonstrate secure knowledge of Islamic values and the Noble Hadeeth, in line with the curriculum standards. In Phase 1, children, know the Five Pillars of Islam. They are still developing an understanding of their application. Students in Phase 1 and 2 face difficulty in explaining the meaning of parts of the Noble Hadeeth. In Phase 2 and 3, students know forbidden aspects in Islam but they struggle to link these to concepts. Some students in Phase 3 have difficulty in relating Islamic principles to everyday life.</li><li>• Overall, most students make the expected progress. High-attaining students do not always make the progress they are capable of.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' knowledge of Islamic values in all phases.</li></ul>	<ul style="list-style-type: none"><li>• Phase I children's understanding of Islamic rules, particularly the Pillars of Islam.</li><li>• Students' progress in interpreting Noble Hadeeth in Phases 2 and 3.</li><li>• Students' ability to link Islamic principles and concepts to everyday life in Phase 3.</li></ul>



<b>Arabic</b>	<ul style="list-style-type: none"><li>• Students' achievement in Arabic as a first language (AFL) is acceptable overall. Students' achievement in Arabic as a second language (ASL) improved to acceptable across the school. In both AFL and ASL, in lessons and in their workbooks, most children and students make the expected progress. This does not match the school's internal data, which shows that children and students make very good across the school.</li><li>• In AFL and ASL, the school's internal data shows that students' attainment is very good overall. This does not match with that seen in lessons and in students' work, which shows most students attainment is in line with curriculum standards across the school. No external TALA test results are, as yet, available for AFL. No external tests are taken in ASL.</li><li>• Overall, students make acceptable progress in AFL and ASL. Students demonstrate a willingness to practise speaking in Arabic across the school. In lessons, most children in both AFL and ASL in Phase 1 recognise letters but are not confident in reading simple words. In AFL and ASL, most students in Phases 2 and 3 demonstrate writing, reading and speaking skills in line with the curriculum standards. Their listening and comprehension skills are more developed. Students in AFL face difficulty in writing with correct spelling. In ASL, most students who have been learning Arabic for more than two years can copy words and text in neat handwriting and write using memorised words and phrases. They can read familiar words. Those ASL students in Phase 3, who have been learning Arabic for more than four years, can understand simple short text with key information. They write short sentences using familiar words. Most students across the school are less secure in reading fluently, expressively and with understanding.</li><li>• Overall, most students in AFL and ASL make the expected progress. Lower attaining and higher- attaining students are not supported sufficiently to accelerate their progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' willingness to practise speaking in Arabic across the school.</li><li>• Students' listening and comprehension skills in AFL and ASL, in Phases 2 and 3.</li></ul>	<ul style="list-style-type: none"><li>• Students' progress in all four Arabic skills in all phases.</li><li>• Students' ability to read fluently and expressively with understanding in all phases.</li><li>• Students' writing with correct spelling in AFL in Phases 2 and 3.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>Students' achievement in social studies is acceptable in Phases 1 and 2. In lessons and in their work, most students make the expected progress. This does not match the school's internal data, which shows very good progress overall.</li><li>The school's internal data shows that students' attainment is very good overall. This does not match with that seen in lessons and in students' work, which shows that students attain in line with the curriculum standards. There is no external data for social studies.</li><li>Overall, most students make acceptable progress. In lessons and their recent work, students in Phase 2 develop their knowledge of economic concepts but have difficulty in relating them to real-life contexts. Students understand the responsibilities of individuals as members of society. They discuss these in terms of duties towards the family and wider responsibilities adequately. In Phase 3, most students are aware of H.H. Sheikh Zayed bin Sultan Al Nahyan's (RIP) positive impact on UAE society, but they struggle to discuss his impact on supporting the roles of Emirati women. Students have developed their knowledge of social conflict but are not confident in analysing its impact on communities.</li><li>Overall, most students make the expected progress. High-attaining students do not always make the progress they are capable of.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Phase 2 students' awareness of their duties towards their parents and the society in which they live.</li><li>Phase 3 students' knowledge of H.H. Sheikh Zayed bin Sultan Al Nahyan's (RIP) positive impact on UAE society.</li></ul>	<ul style="list-style-type: none"><li>Students' understanding of the practical application of economic concepts in Phase 2.</li><li>Phase 3 students' knowledge of the positive roles of Emirati women in UAE society.</li><li>Students; understanding of the impact of social conflict in Phase 3.</li></ul>



<b>English</b>	<ul style="list-style-type: none"><li>• Students' achievement in English is acceptable overall. Evidence from lessons and students' books indicates that progress is acceptable. This does not match the internal data which shows progress to be very good in Phase 1 and good in Phase 2 and 3.</li><li>• The results of tests of students' cognitive potential (CAT4) show that their attainment in Phase 2 and 3 is broadly in line with expectations. There is no external benchmarking data for English.</li><li>• Children in Phase 1 begin with low starting points and progress well in developing their speaking skills. Only a minority can identify, pronounce and blend simple vowel sounds and need extra support to read and write words independently. Across Phase 2 and 3 most students make the expected progress in speaking and listening. Students in the upper years of Phase 3 communicate their views in an articulate way. In Phase 2, students understand the difference between fiction and non-fiction texts and are beginning to verbally analyse features of contrasting texts. Extended reading and comprehension skills are under-developed. Most students in the upper years of Phase 2 and in Phase 3 make expected progress in reading and in writing short texts but find it difficult to produce extended pieces of writing which include varied vocabulary and correct punctuation. In the upper years of Phase 3, students make expected progress in communicating and extending their ideas in presentations. They give thoughtful responses to questioning from both teachers and other students.</li><li>• All groups make the expected progress. Girls make better progress than boys in all phases.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' speaking and listening skills especially in the upper years of Phase 3</li><li>• Students' oral responses to questioning and presentations of their work in Phase 3.</li></ul>	<ul style="list-style-type: none"><li>• Children's blending of letters and sounds in Phase 1</li><li>• Students' extended reading and comprehension in Phase 2.</li><li>• Students' extended writing skills, with extended vocabulary and accurate punctuation, especially in the upper years of Phase 2 and Phase 3.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>Students' achievement in mathematics is acceptable overall. In lessons and in their work, most students make acceptable progress across all phases. This is not fully aligned with the school's internal data which shows good progress in all phases.</li><li>The school's internal assessment data shows attainment as good across all phases. The CAT4 data shows attainment in Phase 2 and 3 to be broadly in line with students' cognitive potential. This is consistent with the acceptable level of attainment seen in lessons and in students' work.</li><li>In Phase 1, children do simple addition and subtraction. They learn the value of money, as they role play buying and selling fruit. In Phase 2, students are able to calculate the perimeter of a regular shape and state the correct units. They are also able to convert metric units, such as centimetres into metres and the other way round. A minority are unable to do these conversions. In Phase 3, students are able to calculate equivalent fractions for a given fraction. A minority are unable to do this calculation. Most students are able to calculate the unknown angle in a 180-degree diagram, although a minority find this difficult. Students are also able to use trigonometric ratios to calculate the length of unknown sides of a triangle.</li><li>All groups make the expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Children's ability to use and apply numbers in Phase 1.</li><li>Students' ability to measure a perimeter correctly and state the correct units in Phase 2.</li><li>Phase 3 students' ability to use trigonometric ratios.</li></ul>	<ul style="list-style-type: none"><li>Students' ability to convert units of measurement in Phase 2.</li><li>Students' ability to calculate equivalent fractions in Phase 3.</li><li>Students' ability to calculate unknown angles in Phase 3.</li></ul>



<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science overall is acceptable. In lessons and in their work, most students make acceptable progress across all phases. This is not fully aligned to the school's internal data, which shows progress to be good in all phases.</li><li>• Internal assessment data shows good attainment in all phases. External IBT results show acceptable attainment in all phases. This is consistent with what is seen in lessons and in students' work, where most students' attainment is in line with curriculum standards.</li><li>• Most students develop age-appropriate knowledge and understanding of life and the Earth. In Phase 1, children use role play to demonstrate the differences between non-living and living things. In Phase 2, students can classify man-made materials into different categories based on their chemical properties. In Phase 3, students can identify the components of an electric circuit and identify and explain which materials are conductors and which are insulators. Students can study the effects of light and heat on seedlings. A minority are unable to draw suitable conclusions and evaluate experiments. In Phase 3 students study exothermic and endothermic reactions. A minority are not able to deduce which chemical reactions are endothermic or exothermic.</li><li>• Overall, in all phases, students make the expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' ability to understand the properties of conductors and insulators in Phase 3.</li><li>• Students' ability to classify man-made objects in Phase 2 based on their chemical properties.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to conclude and evaluate scientific experiments in Phase 3.</li><li>• Students' ability to understand the difference between exothermic and endothermic reactions in Phase 3.</li></ul>



<b>Other subjects</b>	<ul style="list-style-type: none"><li>• Students' achievement in other subjects is acceptable overall. There is no internal assessment data. In lessons and students work most students make expected progress in information and communication technology (ICT), physical education (PE), art and French.</li><li>• In lessons, most students attain the curriculum standards. The attainment of girls in art in Phase 3 is above the expected curriculum standard. There is no external assessment data.</li><li>• Students' achievement in art is a strength across the school, Students in Year 6 use their imagination to design individualised artwork using a range of different materials to paint realistic landscapes. Portraits on canvas of UAE rulers, both past and present, demonstrate Phase 3 students' understanding of size, proportion, and shading. Students in Phases 2 and 3 use recycled material to design 3-dimensional models of traditional homes. In Phase 1 children control their body movements when they hop on two feet during PE. They navigate large, fixed equipment with ease and can peddle bikes with two wheels and stabilisers. In Phase 2 students participate in light activity during Ramadan and know how to be healthy and keep themselves safe. Students perform gentle stretching and core strength movements, demonstrating flexibility and control. In ICT, students are competent in the use of computers. Research skills and techniques for capturing data formats are less developed.</li><li>• Overall, all groups of students make acceptable progress, with girls in the higher year groups outperforming boys in art.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' ability in Year 6 to manipulate different materials to interpret natural landscapes in art.</li><li>• Students' ability to make 3-dimensional models in Phases 2 and 3.</li></ul>	<ul style="list-style-type: none"><li>• Students research skills in ICT in all phases.</li><li>• The capturing and representation of data in ICT in all phases.</li></ul>



<b>Learning Skills</b>	<ul style="list-style-type: none"><li>Students' learning skills are acceptable. Students have positive attitudes towards learning, and they work well in small groups. Although they interact well with one another, they often require support and challenge from their teachers to keep on task. Collaboration and communication skills are less developed in Phase 2 and are more developed in the upper years of Phase 3, where discussions and debates enable students to make meaningful connections between areas of learning. Across all phases, students do not have enough opportunity to take responsibility for their own learning.</li><li>In science, students collaborated well to create petri dishes to grow mustard seeds, in English connections were made with science in their presentations on sustainability, pollution and the recent COP28 conference.</li><li>Students are able to carry out basic research skills, for example to find out about children's rights in the UAE. In mathematics students use problem-solving skills to solve trigonometry and ratio problems. Students' research and enquiry skills are still at a developmental stage. Information is collected but not analysed in enough detail to be able to draw conclusions.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students collaborative learning skills in the upper years in Phase 3.</li><li>Students' ability to make connections between areas of learning in Phase 3.</li></ul>	<ul style="list-style-type: none"><li>Students' independent learning skills and ability to take responsibility for their own learning across all phases.</li><li>Students' communication skills, especially in the Phase 2.</li><li>Students' research and enquiry skills across the school.</li></ul>





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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Personal development</b>	<b>Good</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>Students across the school have positive attitudes towards learning. They are developing self-reliance, and a responsible attitude, particularly in Phase 1. Members of the student council help to make decisions related to the school, for example the introduction of the green initiative. Students cooperate with each other to resolve any issues or disagreements.</li><li>Children in Phase 1 have close relationships with one another and with their teachers. They follow the school rules and behave well. Most students in Phase 2 and 3, show respect and follow school rules outside of the classroom. In some lessons a minority of students can be disruptive and affect the learning of others. Prefects are given responsibility in lessons and break time to promote appropriate behaviour. Any incidents of bullying are dealt with promptly.</li><li>Students demonstrate a general understanding of healthy living. They make suitable choices about their own health and safety. They participate in activities such as bicycle safety sessions and take part in awareness sessions about healthy lifestyles. The attendance rate of 92% is acceptable. Almost all students are punctual to school and to lessons.</li></ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Acceptable</b>	<b>Good</b>	<b>Good</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>Children and students across the school appreciate Islamic values and the UAE heritage, and history. Students in Phases 2 and 3 are clear about the influence of Islamic values on their daily lives and on UAE society. This is evident in their contributions to displays and the morning assemblies. Students participate in a number of religious celebrations, events and competitions, including Ramadan, Islamic Education projects, and Holy Qur'an memorisation competitions.</li><li>Across the school through displays, art and all the national celebrations, children and students demonstrate their appreciation and knowledge of the heritage and culture of the UAE. They celebrate national events, including National Day and Flag Day, respectfully.</li><li>Students across the school demonstrate an adequate understanding and appreciation of their own cultures and heritage. They are aware of the wider world and have some knowledge of other world cultures. Children in Phase 1 have limited understanding, in relation to their ages, of the influence of Islamic values and Emirati and world cultures.</li></ul>				



Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	N/A
<ul style="list-style-type: none"><li>• Students contribute to the life of the school and wider communities through planned responsibilities. They volunteer to take part in activities, such as visiting the local home for the elderly and raising money for charities as part of the Red Crescent. The involvement of Phase 1 and 2 students in voluntary work outside the school is relatively limited.</li><li>• Most students demonstrate a positive work ethic. They participate in projects, such as planting vegetables, plants and shrubs in the school and maintaining the school farm. Some students participated in art competitions in a local school.</li><li>• Students care for their school and seek ways to improve its environment. Through the introduction of the green school initiative, students are more aware of local and global environmental issues, including water shortage and climate change. They participate in some activities, for example, recycling projects and making presentations on the importance of environmental sustainability in assemblies.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Positive relationships and behaviour in Phase 1.</li><li>• Students' understanding of Islamic values and how they influence contemporary society in the UAE in Phase 2 and 3.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• Students' ability to regulate their own behaviour in Phase 2 and 3.</li><li>• Children's understanding of the influence of Islamic values on the world around them in Phase 1.</li><li>• Involvement of Phase 1 and 2 students in volunteering activities in the wider community.</li></ul>				



## PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

### The quality of teaching and assessment is acceptable overall

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Teaching for effective learning</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>Teaching is most effective in the upper years of Phase 3 in English medium subjects and in ASL and social studies across all phases.</li><li>Teachers use their subject knowledge to plan structured lessons. They make use of the interactive whiteboards in classrooms to enhance learning. In the best lessons, questioning is targeted to engage students in dialogue with cross-curricular links made to aid students' understanding. In English, for example, students debated the advantages and disadvantages of space exploration using scientific arguments.</li><li>Positive teacher-student interactions promote students' engagement in most lessons. Classroom management is not always effective in some lessons in Phase 2 and 3. Teaching strategies to promote learning through collaborative group work is a feature of many lessons. Teachers do not always ensure that all students fully participate when working in small groups or develop their independent learning. Teaching to develop critical thinking skills, is not sufficiently developed.</li></ul>				
<b>Assessment</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>Across all phases the use of assessment is acceptable. Internal assessment processes are in place although there is presently no external benchmarking data for English medium subjects. Students have been entered into the forthcoming Granada Learning (GL) Progress Tests. In Arabic, students in Years 4 to 10 took the TALA examinations for the first time. Internal testing is presently used as practice for external tests.</li><li>The outcomes of CAT4 cognitive tests are used to inform groupings in lessons. In general, the use of this data is limited. Because internal assessments are, in many instances, inaccurate, teachers do not have a detailed understanding of the strengths and weaknesses of individual students.</li><li>Differentiated activities are planned in most subject areas. The impact of these activities on the progress of different groups of students, particularly those with special educational needs (SEN) and the gifted and talented (G&amp;T) is not evaluated.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>Teachers' knowledge of their subjects and their positive interactions with students across the school.</li></ul>				



- Teachers' lesson planning and the effective use of interactive whiteboards in all phases.

**Areas for Improvement:**

- The development of students' independent learning skills in all phases.
- The development of students' critical thinking and problem-solving skills in all phases.
- Classroom management of the behaviour of students in Phases 2 and 3.
- The accuracy and use of assessment data to match learning activities to the needs of students in all phases.



## PERFORMANCE STANDARD 4: CURRICULUM

**The quality of the curriculum is acceptable overall.**

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Curriculum design and implementation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>• Across all phases curriculum design is acceptable. The curriculum is based on the National Curriculum for England (NCfE). It has a clear rationale and is designed to ensure progress in all subjects. Curriculum reviews are not always successful in meeting the needs of all groups of students.</li><li>• Curricular choices are not available to older students as they follow only core curriculum subjects. Students in Year 10 receive guidance on the options for transfer into Phase 4 in other educational establishments, relevant to their continuing education and career aspirations.</li><li>• Cross-curricular links are a feature of most lessons across all phases. These are often linked to real-life situations to aid understanding. The curriculum in Phase 1 is based on the Early Years Foundation Stage (EYFS), adapted to meet the needs of children learning English as an additional language.</li></ul>				
<b>Curriculum adaptation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>• Across all Phases curriculum adaptation is acceptable.</li><li>• The curriculum is adapted to engage most students. Planning does not always take enough account of the needs of students with SEN. Links with UAE and Emirati culture are integrated in curriculum and lesson planning and these elements are effectively developed.</li><li>• Opportunities for enterprise, innovation and creativity are limited. Projects relating to sustainability and the environment are key features of some subjects, particularly English, and during assemblies.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Real life and cross curricular links in all phases.</li><li>• Integrated links with Emirati culture and the UAE, particularly in Phase 2 and 3.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• Regular reviews and modification of the curriculum to meet the needs of all students in all phases.</li></ul>				



- Availability of curricular choices, for students in Phase 3, in preparation for external examinations
- Opportunities to engage students in activities to promote enterprise, innovation and creativity in all phases.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>
<ul style="list-style-type: none"> <li>The protection, care, guidance, and support of students is acceptable overall. The school has effective procedures for the safeguarding of students. The supervision of students is effective at all times, both in school and on school transport. The school counsellors and class teachers monitor students' wellbeing. All staff are trained in child protection policies and procedures. Staff deal sensitively and effectively with students needs and concerns. The school provides a safe, well-maintained and hygienic environment.</li> <li>The school maintains accurate and secure records of all incidents and subsequent action is taken. The premises and facilities provide an environment that is suited to the learning needs of most students. There is no lift to enable easy access to the upper floor for students and adults with mobility issues.</li> <li>The school promotes healthy living, predominantly through workshops and assemblies and the broad physical education and extra-curricular programmes. The school canteen is clean and hygienic and provides a range of healthy food options. There is protection from the sun in the outdoor areas and students have ready access to drinking water.</li> </ul>				
<b>Care and support</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>
<ul style="list-style-type: none"> <li>Relationships between staff and students are positive. Staff have respectful relationships with most students. Behaviour management is mostly effective with adult supervisors and a team of social workers to support the school's procedures. The management of the behaviour of some boys in Phase 2 and 3 is not always successful.</li> <li>Systems for managing attendance and punctuality, including the follow-up of unauthorised absences and lateness are efficient and effective. As a result, attendance has improved to 92%, which is acceptable.</li> <li>The school has detailed procedures for identifying students with SEN. Their needs are identified through a referral system after they join the school and shared with staff. The school has a small number of staff with the expertise to support identification and provision.</li> <li>Other than the specialist staff, most teachers are not familiar with procedures for supporting students with SEN. Some modifications are made to accommodate the range of special needs, but these are not consistent. As a result, students' needs are not always met. Students'</li> </ul>				



wellbeing and personal development are monitored regularly through the strong pastoral system. There are numerous suggestion boxes where students can post any issues. These are monitored and responded to by the social worker. For younger students there is a strong transition programme to support them when they move between phases. For older students, the school provides advice and guidance about career choices and higher education pathways aligned to their personal aspirations.

**Areas of Strength:**

- The school's procedures for promoting attendance and punctuality.
- The school's promotion of safe and healthy living.

**Areas for Improvement:**

- The management of the behaviour of some boys in Phases 2 and 3.
- Further improvement in attendance to be at least good in all phases.
- Support for students with SEN and the G&T in all phases.
- Access to facilities provided in the upper floors for students and adults with mobility issues.





## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

### The quality of leadership and management is acceptable overall

#### Indicators:

#### The effectiveness of leadership

**Acceptable**

- Overall, the quality of leadership in the school is acceptable. The principal and senior leaders set a vision and a clear strategic direction for the future of the school. These are shared with the whole school community. Improvement initiatives have started to impact on students' outcomes, leading to an overall improvement in the school's performance. Leaders are committed to delivering the UAE national priorities and creating an inclusive environment.
- Relationships and morale throughout school are positive and communication is professional and generally efficient. Most staff have a clear understanding of their roles and responsibilities. Leaders appreciate the benefits of external evaluation and manage the outcomes of the process effectively. Most senior leaders demonstrate appropriate knowledge of the curriculum and suitable practices in teaching, learning and assessment. The capacity of middle leaders to drive improvement in their subjects across the phases is less developed. The school is compliant with statutory and regulatory requirements.

#### Self-evaluation and improvement planning

**Acceptable**

Self-evaluation and improvement planning is supporting the drive to raise standards. Leaders consider a wide range of views, including those of parents and students, when evaluating strengths and areas for improvement. School assessment data is not always accurate. As a result, the school's own judgements of its performance are overgenerous. School improvement planning contains appropriate and achievable goals, aligned to the recommendations in the previous report. Senior leaders, under the direction of the principal, have improved many aspects of the school, they understand that further improvements in students' achievement is required. Middle leaders have started to monitor performance in their subject areas. A regular cycle of lesson observations focuses more teacher inputs than on the impact on students' progress.

#### Partnerships with parents and the community

**Acceptable**

- Parents express positive views of the school and are involved in many aspects of school life. They appreciate the support most teachers provide to their children and feel their views are mostly listened to and actioned upon. Parents welcome the opportunity to become actively



<p>involved in events and celebrations. The mainly regular communications provide information on their children's academic progress and personal development.</p> <ul style="list-style-type: none"><li>• Links and partnerships with local schools enable staff to share best practice. The school values and acts on the advice received from external sources. The partnership with a local inclusion centre has raised awareness and the effectiveness of support for children with SEN. Newly formed partnerships with local universities are beginning to raise students' aspirations.</li></ul>	
<b>Governance</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>• The board of trustees has been recently established and members are beginning to understand their roles and responsibilities. It is suitably structured, representing a range of stakeholders, including parents, students, and external expertise. The recent appointment of a representative from a local university demonstrates a commitment to raising students' academic achievement and support for the National Agenda targets. Members of the board hold regular meetings and are in the main aware of the school's key priorities and challenges although there is a need to consider strengthening staffing resources in relation to NCfE and EYFS. They support decision making and generally hold the school leaders to account.</li></ul>	
<b>Management, staffing, facilities and resources</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>• The school's daily procedures and routines are effectively organised. The school is staffed with teachers who are mostly qualified and effectively deployed. The school lacks native English-speaking staff with knowledge of the NCfE and EYFS. The building and facilities have been updated, including outdoor shaded areas and an attractive display area for students' work. There is no lift to enable easy access to the upper floors for those with mobility issues. There is a specialist member of staff and a dedicated inclusion room for students with SEN. Outdoor space is restricted but that available is used effectively. There have been improvements in the provision and use of ICT, with interactive whiteboards provided in every classroom. Provision in Phase 1 is organised effectively with sufficient resources to cover the different areas of learning.</li></ul>	
<b>Areas of Strength:</b>	
<ul style="list-style-type: none"><li>• The positive morale of staff across the school</li><li>• Effective partnerships with parents and the community</li></ul>	
<b>Areas for Improvement:</b>	
<ul style="list-style-type: none"><li>• The accuracy and use of assessment data to inform self-evaluation and drive improvement planning.</li><li>• The capacity of middle leaders to drive improvement in their subjects.</li><li>• Staffing to ensure more native English speakers and staff with knowledge of the NCfE and EYFS.</li></ul>	



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There are 6 Arabic teachers for both AFL and ASL learners. The ratio of teachers to students is 1:66
- There are 162 fiction and 235 non-fiction books in the main library and a small selection of fiction and non-fiction books in the smaller libraries on the lower and upper floors.
- Phase 1 has a small selection of fiction and non-fiction books. There are no books in other classrooms and no access to online books.
- Extra-curricular activities include a Reading Challenge, Poetry Competition and a Research Competition in Arabic. Additional Arabic lessons are held once a week after school, to help students who require extra support. Reading plans are shared with parents so they can support at home. Parents are informed about their children's progress in parent/teacher conferences. The MoE assessment results are shared in termly reports.

### The school's use of external benchmarking data

- In 2023-2024, 173 students from Year 4 to 10 participated in the CAT4 test. Students in Year 4 and 8 participated in the TIMSS assessments for mathematics and science. The first phase of the TALA Arabic test included all 155 Arab students in Years 4 to 10.
- The school prepares students for external tests and examinations by adapting the curriculum, preparing schemes of work, and setting lesson objectives to meet the needs of learners. All internal tests and examinations are treated as preparation for external assessments.
- Results are communicated with students through written reports and discussions to ensure they have a thorough understanding of their performance.
- Test results are communicated with parents through an SMS to inform them that the results are printed out and sent with home their children.

### Provision for KG

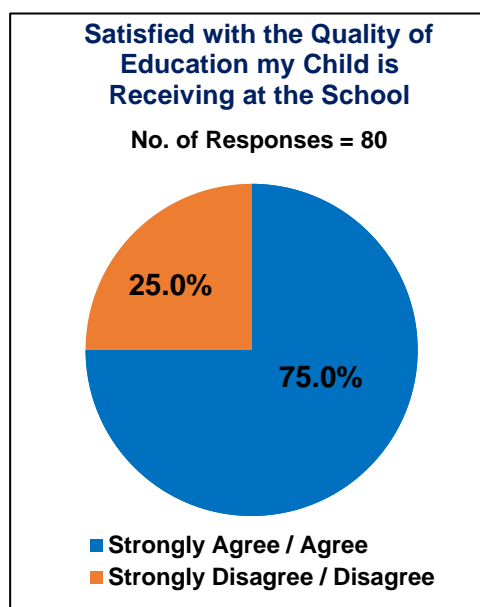
- Provision in Phase 1 is based on the 7 areas of learning in the EYFS framework. There is a total of 2 classes, with 2 teachers and 2 teaching assistants. The ratio of teachers to children is 1:17.
- The 2 classrooms are organised into learning areas to support children's independent learning. There is sufficient accessible resources and equipment to support play-based learning activities, including role-play, reading, writing and mathematics skills. There are age-appropriate tables and enough chairs for individual and group learning. Displays include colourful posters, the letters of the alphabet, numbers to 20, regular shapes and days of the week. Children's own pictures and close family members support their personal, social and emotional development. There is an additional large room almost adjacent to Phase 1, but this is not currently being used for free-flow and child-led and child-initiated learning.
- The small outdoor area has climbing apparatus and two swings. An adjacent large activity room has a small amount of soft play and a few large toys and space for practising large motor skills. Both spaces are not currently timetabled to ensure daily access.
- Parents attend a half-day orientation meeting with their child to meet the teachers and teaching assistants and for children to familiarise themselves with staff and classrooms before starting the new year.
- Observations of children in Phase1 show that they are making steady progress in the core subjects and that their personal, social and emotional development is good. Children have



access to a suitable range of inviting learning areas in their classroom and are increasingly independent.



## VIEWS OF PARENTS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' attainment by:
  - providing children in Phase 1 with more opportunities to blend and segment phonemes to support their reading and writing skills, especially the higher attainers.
  - providing students with more challenging fictional texts to develop higher level reading and comprehension skills in upper Phase 2 and Phase 3.
  - providing students with more opportunities to write in meaningful contexts and focus on their use of vocabulary, punctuation, and handwriting, especially in Phase 2.
  - providing students in mathematics with more opportunities to calculate, equivalent fractions and unknown angles.
  - providing students with reasons to convert measurements in real-life situations in Phase 2 mathematics.
  - providing more opportunities for students to develop independent research and enquiry skills in core subjects.
- Improve the quality of teaching and assessment by:
  - ensuring that all leaders have the capacity to evaluate the quality of teaching accurately, assessing the impact of teaching on students' progress.
  - providing focused training for the middle leaders so that they know how to monitor and support the quality of teaching in their subjects.



- sharing the best practices across subjects to ensure consistency.
  - raising the level of challenge, particularly for the higher ability students
  - planning lessons and activities that develop students' independent learning skills and support collaborative learning.
  - ensuring that all internal assessments of students' progress and attainment are accurate.
  - making more effective use of assessment data in lesson planning to match learning activities to the needs and abilities of students.
- Improve the SEF and improvement planning by:
    - using accurate internal assessment data to inform self-evaluation and improvement planning.
    - accurately assessing students' progress in lessons to identify strengths and weaknesses in their learning.
    - when available, using the outcomes of external assessment information to identify and set as improvement priorities any gaps in students' learning.



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

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

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

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