



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR)|Report

Al Rushed American Private School
26 – 29 February 2024

**Overall
Effectiveness:
GOOD**





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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

Judgements

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

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

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

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



SCHOOL INFORMATION

School	School ID	150
	School location	Muwaileh, Sharjah
	Establishment date	September 9, 2012
	Language of instruction	English
	School curriculum	US
	Accreditation body	Cognia
	Examination Board	AP College Board
	National Agenda Benchmark Tests/ International assessment	MAP, TALA, Mubakkir, TIMSS, PISA, PIRLS, CAT4
	Fee range	12,400 to 28,000 AED
		Principal
Chair of Board of Governors		Wadhah Saeed Al Shaabi
Total number of teachers		86
Total number of teaching assistants		14
Turnover rate		35%
	Main nationality of teachers	Egyptian
	Teacher: student ratio	1:11
	Total number of students	983
	Total number of students per phase	KG: 134 Phase 2: 314 Phase 3: 301 Phase 4: 234
	Number of Emirati students	331
	Number of Emirati students per phase	KG: 25 Phase 2: 98 Phase 3: 120 Phase 4: 88
	KG: number and gender	Boys: 61 Girls: 73
	Phase 2: number and gender	Boys: 162 Girls: 152
	Phase 3: number and gender	Boys: 150 Girls: 151
	Phase 4: number and gender	Boys: 119 Girls: 115
	Nationality group	1. Egyptian 2. Jordanian
	Total number of students with special educational needs	12



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 141 lesson observations, 99 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is an improvement since the previous review visit. Leaders in the school provide regular training and rigorously monitor teaching. As a result, teaching has improved to good overall. There is some variability in teaching in all phases and subjects due to the high staff turnover. Students' achievement in core subjects and learning skills have improved to good because of the impact of improved teaching. Students' attitudes and personal and social development have improved to very good overall, and their innovation skills are now good. Leaders have analysed and used a range of data to benchmark the school's performance and to adapt teaching and the curriculum in the core subjects. The curriculum has improved in the core subjects due to regular review. Review of the curriculum in other subjects such as physical education (PE) and art against the standards is less effective. The procedures to keep students safe have improved, resulting in very good protection, care, and guidance. Although there is some support for students with special educational needs (SEN) and those who are gifted and talented (G&T), this is less evident in lessons. The school environment is calm and purposeful with many improvements made to facilities over the past year. Leaders have reviewed the self-evaluation and school improvement processes. With the support of governors, leaders have improved many aspects of the school and demonstrate a good capacity to improve.

KEY AREAS OF STRENGTH:

- Students' improved achievement in English, mathematics, and science.
- Students' behaviour and their attitude to learning.
- Students' understanding and appreciation of Islamic values and their knowledge of the UAE.
- Improved teaching and learning.
- Enrichment activities and the range of electives for older students.
- The positive impact of leaders to self-evaluate and improve many aspects of the school.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement, particularly in English and in other subjects.
- Students' transfer of skills in English to other subjects.
- Teachers' use of constructive feedback and tailored next steps to accelerate all students' achievement.
- Support for students with SEN and lower attaining students in lessons.



PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good overall. In lessons and in their work, the majority of students make good progress across all phases. The school's internal data indicates that students make outstanding progress in all phases.• The school's internal assessment shows that almost all students exceed curriculum standards. In lessons and in their work, the majority of students attain levels that are above curriculum standards. There is no external data for Islamic education.• Across the school, students demonstrate a secure understanding of Islamic knowledge and basic Islamic concepts. Students' recitation skills and comprehension of the verses from the Holy Qur'an are well-developed, particularly in Phase 2. They can recite long Holy Qur'an chapters and apply a wide range of recitation rules during weekly Noorania lessons. Students in Phases 3 and 4 infrequently engage in discussions that help them to deepen their understanding. They do not always support their answers with evidence from the Noble Hadeeth and Holy Qur'an.• The majority of student groups make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of Islamic values in all phases.• Students' recitation skills, especially in Phase 2.	<ul style="list-style-type: none">• Students' deeper understanding of Islamic concepts in all phases.• Students' ability to support their answers with evidence from the Noble Hadeeth and Holy Qur'an in Phases 3 and 4.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic is good in all phases. Internal data indicates students' progress is good in KG and outstanding in other phases. In lessons and in their work, the majority of students in all phases make better than expected progress.Internal assessment results indicate that attainment is good in KG and outstanding in Phases 2, 3 and 4. External TALA and Mubakkir results indicate that a large majority of children in KG attain above curriculum standards. Attainment is weak in all other phases in external examinations. In lessons and in their work, a majority of students exceed the curriculum standards.Children in KG and students in Phase 2 have well-developed listening and speaking skills. In KG, children skilfully recognise letters at the beginning, middle and end of the word and learn to form letters correctly. Phase 2, students' reading skills are well developed. Students in Grade 2 listen to an Arabic story and can discuss what the main idea of the story is. Students in Phases 3 and 4 can read simple Arabic texts. Their higher order reading skills of interpretation are less developed when reading more complex texts such as classic Arabic literature and poetry. Students' writing skills in Phases 2, 3 and 4 are less developed. Students' writing is characterised by frequent spelling and grammar mistakes and their handwriting is poor. Across the school, except in KG, students' writing is limited in quantity and quality.In Phases 3 and 4, higher attainers make better progress than others. Lower attainers do not make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Children's letter recognition, oral and writing skills in the KG.Students' speaking and listening skills particularly in KG and Phase 2.	<ul style="list-style-type: none">Students' higher order reading skills, particularly in Phases 3 and 4.Students' writing skills in Phases 2, 3 and 4.



Social Studies	<ul style="list-style-type: none">Students' achievement in social studies is good overall. In lessons and in their work, the majority of students make better than expected progress. The school's internal data shows that students make outstanding progress in all phases.The school's internal assessments indicate outstanding attainment in all phases. In lessons and students' work, a majority of students exceed curriculum standards. There is no external assessment data for social studies.Students in Phase 2 have a deep understanding of the culture and values in the UAE. They recognise recent developments in the UAE in many aspects. They understand the influence of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) on the unification and establishment of the country. They appreciate his efforts to protect the environment by expanding green areas. Students in Phase 3 apply their knowledge and understanding of the functions and features of GPS systems to locate several useful facilities around the school. They can find the shortest way to get to hospitals, restaurants and landmarks. Grade 9 students have a sound understanding of the role of the UAE in enhancing stability in the region. A majority of students can discuss the importance of the Arabian Gulf to world stability. In all phases, students' appreciation of the influence of other countries on UAE society is less developed.The majority of groups of students make good levels of progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' knowledge of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) in Phase 2.Students' understanding of the importance of the Arabian Gulf in Grade 9.	<ul style="list-style-type: none">Students' broader understanding of other countries' influence on UAE society in all phases.



English	<ul style="list-style-type: none">• Students' achievement in English is good overall except in Phase 2 where it is acceptable. In lessons and in their work, the majority of students in KG and Phases 3 and 4 make better than expected progress. Students in Phase 2 make expected progress. The school's internal data shows that students make very good to outstanding progress in all phases.• Internal assessment and data show attainment is very good in KG and Phase 3 and outstanding in Phases 2 and 4. In lessons and in students' work, the majority of children in KG attain above curriculum standards. Most students attain in line with curriculum standards in Phases 2, 3 and 4. External MAP data indicates weak attainment in Phases 2, 3 and 4. There are no external assessments for KG.• In KG, children make good progress. They learn letters and sounds and can write them correctly in upper case and lower case. The majority use their imagination to write their own sentences using words beginning with a given letter. Students' skills in listening and speaking are well developed in all phases. Students in Phases 2, 3 and 4 make acceptable progress in lessons. They read fluently and accurately although their skills of inference and interpretation are less developed. In Phase 2, students can differentiate between fact and opinion, and most can support their answers by referring to the text. Students' skills are less developed in vocabulary, grammar, and punctuation. In Phases 3 and 4, students can read fluently, accurately and with meaning. In Phase 3, students can express ideas and discuss how settings impact mood. They understand subjective and objective pronouns and can distinguish between cause and effect. In Phase 4, students can identify and understand informational text features. Most can analyse a persuasive letter, structure an argument, and with help, understand the deeper meaning of a poem. In Grade 12, students use their inference skills to criticise or defend a character. They justify their arguments using evidence in a text, including quotations. Students' extended writing skills are less developed in Phases 3 and 4. Students' use of grammar and punctuation is not always accurate.• Lower attainers and those with SEN do not always make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's speaking, listening, and writing skills in KG.• Students' fluency and accuracy when reading, in Phases 2, 3 and 4.	<ul style="list-style-type: none">• Students' use of vocabulary and accuracy in sentence structure in Phase 2.• Students' higher order reading skills in Phases 2, 3 and 4.• Students' extended writing skills and the accurate use of grammar and punctuation in Phases 3 and 4.



Mathematics	<ul style="list-style-type: none">Students' achievement in mathematics is good overall. The school's internal data indicates progress is outstanding in KG, very good in Phase 2 and good in Phases 3 and 4. In lessons and over time, the majority of students make better than expected progress in all phases.Attainment is good in all phases except in Phase 3 where it is acceptable. Internal assessment information indicates that attainment is very good in all phases except in Phase 2 where it is outstanding. External MAP examination results for 2022-23 indicate weak attainment in Phases 2, 3 and 4. There is no external data for KG. In lessons and in their work, the majority of students attain above the curriculum standards in KG and in Phases 2 and 4. In Phase 3, most students attain in line with curriculum standards.The majority of students in all phases demonstrate a good understanding of fundamental mathematical skills. Children in KG can count up to 50 and can apply basic number skills and apply this knowledge in different activities. Students in Grade 1 confidently use number bonds. Grade 4 students can expand the place value up to 7 digits. In Phase 3, students have a good understanding of multiplication and division and use these skills to calculate square roots. In Grade 7 students can calculate the value of expressions to find the missing base and exponents. Students in Phase 3 are less confident in solving problems and representing information in graphs. In Phase 4, students' calculation and geometrical skills are well developed. In Grade 11 students can calculate the angles of elevation and depression. Progress is strongest in lessons where students apply mathematics to real life.The majority of groups of students make better than expected progress overall. Lower attainers do not always make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' problem-solving skills in KG, Grade 1 and in Grade 4.Students' algebraic and geometrical skills in Phase 4.	<ul style="list-style-type: none">Students' application of mathematics in Phase 3.Students' enquiry and application of mathematics to solve real life problems in all phases.



Science	<ul style="list-style-type: none">Students' achievement in science is good overall. The school's internal data indicates progress is very good in KG, outstanding in Phases 2 and 4 and very good in Phase 3. In lessons and in their work, progress is good in all phases as the majority of the students make better than expected progress.Internal assessment indicates that attainment is very good in KG and Phase 3 and outstanding in Phases 2 and 4. External MAP results show attainment is weak in Phases 2 and 3 and very good in Phase 4. There is no external assessment for KG. In lessons and students' work the majority of children in KG and Phase 4 attain above curriculum standards. In Phases 2 and 3, attainment is acceptable as, in lessons and in their work, most students attain in line with curriculum standards.In KG, children make good gains in learning about the 4 seasons and their features. They can sort rocks and clay from a collection of natural objects and use them to build structures. In Phase 2, students gain a secure understanding of reflection on transparent objects through experimentation with a torch and different materials. By Grade 6, they can relate the movement of the tectonic plates to continental drift and formation of continents, mountains, volcanoes. Students in Phases 2 and 3 do not routinely develop their practical investigation skills or carry out experiments independently. Phase 4 students gain secure understanding of concentrated and dilute solutions through scientific investigations and reasoning. In physics, students apply their knowledge of electrolytic cells to create a coin and record their observations. Across all phases, students' skills in investigation and enquiry are less well developed.In all phases, lower attainers and those with SEN do not consistently make as much progress as they should.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' understanding and knowledge of scientific concepts in all phases.Students' practical and scientific skills in Phase 4.	<ul style="list-style-type: none">Students' laboratory skills in Phases 2 and 3.Students' skills in investigation and enquiry and recording investigations in all phases.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. In lessons and in their work, most students make the expected progress in other subjects. Progress is good in practical elective subjects such as computer science and robotics.• The school's internal data indicates that students' attainment is outstanding in all other subjects. In lessons and in their work, most students attain in line with curriculum standards. There are no external examination results for other subjects.• In art, children in KG and Grade 1 enjoy drawing and colouring simple pictures to create a collage involving coloured paper and playdough. In Phases 2 and 3, students use pencils, wax pastels, or paints to colour previously drawn pictures that represent the UAE. They learn techniques to eliminate white space when they colour. They are not creative in producing their own artwork. Children in KG enjoy being active in PE lessons and on the playground. They develop their gross motor skills of running, jumping and balance and can move to various rhythms. Students in Phase 2 learn how to stretch, curl, bend and twist using suitable equipment. Older students learn techniques to shoot and defend in Tchoukball. In better lessons, students try to improve their techniques and apply their skills when playing a game. In information and communication technology (ICT), students in Grade 7 can write a program to build a website. They do not demonstrate their understanding about the law of copyright when finding material for their web pages. Phase 4 students make good progress in practical electives. For example, they apply what they know about camera angles to take photos for the school's website. Grade 12 students apply their skills in programming to create a user-friendly mobile application for a restaurant. In Robotics, students build a robotic safe and write programmes to operate the safe door. In all electives, students' written work is underdeveloped. For example, students can say what the 3 fundamental functions of management are, but their written explanations are not sufficiently detailed. In subjects such as humanities and French, there are gaps in students' understanding of subject-related skills and key vocabulary and this hinders their progress.• All groups of students make at least the expected progress in relation to the learning objectives in other subjects. Higher attainers are not challenged to make better progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's enjoyment of art and PE in KG.• Students' practical skills in ICT, computer science, robotics, and photojournalism in Phases 2, 3 and 4.	<ul style="list-style-type: none">• Students' progression of skills in art and PE and their creativity in Phases 2 and 3.• Students' written work in other subjects, particularly in Phase 4.• Students' understanding and recall of key terms and vocabulary in electives such as French and humanities in Phase 4.



Learning Skills	<ul style="list-style-type: none">• Students learning skills are good overall. Students throughout the school enjoy learning and engagement levels are high. Children in KG quickly learn routines which help them to develop their independence. Students in Phases 2, 3 and 4 are beginning to take increased responsibility for their own learning. Students occasionally assess their own learning, ask questions, and take steps to improve their work.• Students interact well with adults and with their peers. They engage in discussions, make presentations and lead assemblies. Students collaborate well in group tasks and in projects.• Students frequently make connections between subjects and in the real world. For example, children in KG make connections with the names of colours in art to the letters they learn in English. Older students use their mathematical knowledge when coding.• Students occasionally use technology to find things out for themselves. For example, in geography, Grade 11 students research the effect that a country's landforms and climate have on tourism. Students do not always use a range of resources or choose reliable sources of information available on the internet. Children in KG demonstrate their problem-solving skills when playing games and negotiating taking turns. Older students solve mathematics and practical work problems such as writing a code or building a robot. Students' critical thinking skills are a developing feature.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' interest in learning in all phases.• Students' communication and collaboration skills in all phases.	<ul style="list-style-type: none">• Students' ability to assess their own learning and ask more questions in Phases 2, 3 and 4.• Students' research and enquiry skills using technology in lessons in all phases.



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

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

Indicators:	KG	Phase 2	Phase 3	Phase 4
Personal development	Very good	Very good	Very good	Very good
<ul style="list-style-type: none">Students' personal and social development and their innovation skills are very good overall. Across the school students show positive and responsible attitudes. They respond very well to critical feedback and are beginning to become more self-reliant.Students in all phases are self-disciplined. They are respectful and sensitive to the needs of others. Bullying is very rare.They demonstrate a good understanding of safe and healthy living by participating in activities that promote safe and healthy lifestyles. Students celebrate events such as an International Healthy Day and take part in PE as well as after-school sports clubs.Students' attendance is outstanding at 98% overall. A few students arrive late at school.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good
<ul style="list-style-type: none">Students have a very secure understanding and appreciation of Islamic values and how they influence life in the UAE. They recite the Holy Qur'an every day at assembly.Students share daily news from the UAE and the Emirate of Sharjah at assemblies and are very knowledgeable about the accomplishments of the UAE. For example, students staged a role play about the Hope Probe visiting Mars from Earth. In another presentation, students discussed the meaning of Emirati proverbs and their relevance to the life of the people in the UAE.Students are involved in a range of cultural activities such as Flag Day and National Day. Students have learnt about the many cultures of students and staff and celebrate this on Global Day. Their broader understanding of other world cultures is underdeveloped.				
Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none">Students participate willingly in community and outreach activities that make a positive impact on the school. For example, they volunteer for beach cleaning in Sharjah, distribute charity meals to workers and spend time with the elderly.				



<ul style="list-style-type: none">• Students demonstrate a positive work ethic, and they sometimes initiate projects. They take part in inter-school competitions such as the Arabic Reading Challenge. Students from the school recently won the top 5 places at a competition in Holy Qur'an recitation.• Students make suggestions, through the student council, to organise events such as the Al Rushed American School (ARAS) sports club. In lessons, they are rarely creative or take the initiative to lead their own learning. Students created recycling bins for classrooms and grow plants in the greenhouses on site. Most students take care of their surroundings although a few, particularly in Phase 2, are careless about leaving litter on the playground after breaks.
Areas of Strength:
<ul style="list-style-type: none">• Students' positive behaviour and self-discipline in lessons and around the school.• Students' understanding and appreciation of Islamic values and their knowledge of the UAE.
Areas for Improvement:
<ul style="list-style-type: none">• Students' broader understanding of other world cultures.• Students' creativity and initiative in lessons.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Good	Good	Good	Good
<ul style="list-style-type: none">Teachers are secure in their subject knowledge and understanding of how students learn. Teachers in all phases create positive and enjoyable learning environments although, in lessons, they do not encourage students to lead their own learning often enough. In the KG, teachers set up activities for children to learn through play in the classroom. They infrequently create opportunities for them to engage in creative or sensory exploration with sand and water outdoors.Lesson planning is thorough with a range of activities to engage most students in purposeful learning. Lesson objectives are clear although in a few lessons, pace does not enable students to achieve the lesson's aims. Lessons are planned to develop students' skills of collaboration, by encouraging students to take on different roles in the group.Teachers' interactions with students are positive and relationships are good. Teachers' use of questioning varies across phases. They are stronger in KG and in Phases 3 and 4 where teachers encourage students to explain their answers and give their own solutions to problems. Teachers ask questions to check students' prior learning and level of understanding.Teachers plan activities for groups of students with different levels of challenge and support. Teachers' support for lower attainers or for students with SEN with appropriate techniques or resources to enable them to make better progress is less effective. In better lessons, teachers ask probing questions which encourage students' critical thinking skills, involvement in discussions and deepens their learning.				
Assessment	Good	Good	Good	Good

- The schools' internal assessment processes are linked to the curriculum in the core subjects. Data is collected regularly, analysed by leaders, and shared with teachers. The school uses data from external examinations to benchmark the schools' performance against national and international averages. Comparisons are made with external data each year to measure students' progress over time. The school is beginning to use external assessments to validate its own internal processes.
- Assessment information from external assessments is used in lessons to influence teaching and curriculum planning. The school uses CAT4 data effectively to plan differentiated activities for different groups of students. As a result, there has been an improvement in students' achievement. Teachers have good knowledge of students' strengths and weaknesses.
- Teachers' feedback to students is general and not specific enough to enable students to improve their work against each learning objective. Written and oral comments are usually positive rather



than constructive. In better lessons, students assess their own and others' work using a success criteria rubric.

Areas of Strength:

- Teachers' interactions and relationships with their students.
- The schools' internal assessment processes and benchmarking against external data.

Areas for Improvement:

- Teachers' effective use of time and resources in all lessons and use of questioning to develop students' critical thinking skills.
- Teachers' support in lessons for students with SEN and lower attaining students so that they make the progress of which they are capable.
- Teachers' feedback to students with clear next steps to help them to improve their work.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Good	Good	Good

- The curriculum is aligned with the California Common Core State Standards and meets the Ministry of Education (MoE) statutory requirements. It is broad and balanced with a focus on developing students' knowledge and skills. Students in KG and Phases 2 and 3 enjoy art and PE lessons twice a week. Although there is planned progression in the core subjects, progression of skills in PE and art are underdeveloped. Transition arrangements between phases help students adjust to expectations. The school offers provision for students who go to local universities to take Emirates Standardised Tests (EmSAT) and Advance Placement (AP) courses for those who wish to study abroad.
- Students in Phase 4 have a wide range of electives to choose from to pursue their interests, talents and career plans. Cross-curricular links are well integrated in lessons. KG children's learning integrates all subjects which helps them transfer their skills between subjects. Older students make links with other subjects, for example, they discuss evaporation in science when studying weather patterns in geography. Students do not routinely transfer the skills they learn in English to other subjects, especially in the quality of their written work.
- The school regularly conducts a strategic review of the curriculum to enhance provision across all subjects and to better meet the academic and personal development needs of all students.

Curriculum adaptation	Good	Good	Good	Good
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- The school regularly conducts a strategic review of the curriculum to enhance provision across core subjects and to better meet the academic and personal development needs of students. The curriculum is modified to meet the learning needs of almost all groups of students. Students with SEN are not always supported appropriately in lessons.
- Opportunities for students to participate in projects that support innovation and enterprise are developing across the school. For example, in science, technology, engineering and mathematics (STEM) week, older students created an animated story about planting trees for younger students. Others made models to demonstrate sustainable ways of living. Students participate in clubs on Thursdays and in sports activities after school.
- In most lessons, students make good and pertinent links with life in the Emirates. For example, in a Marketing lesson, students analyse the mission statement of Emirates airline.

Areas of Strength:



- The provision of clubs and the range of electives in Phase 4.
- The well-integrated cross-curricular links in lessons.

Areas for Improvement:

- Skills progression in PE and art.
- The adaptation of the curriculum for students with SEN in lessons.



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

The protection, care, guidance and support of students are very good overall.

Indicators:	KG	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Very good	Very good	Very good	Very good
<ul style="list-style-type: none"> • All staff, students and parents are fully aware of safeguarding procedures including child protection. There are effective and rigorous arrangements to protect all students from abuse, bullying and cyber-bullying. All staff receive frequent training on safety procedures. • The school conducts thorough and frequent safety checks and daily maintenance logs are up to date. Supervisors ensure that student supervision is highly effective, including on school transport. Records of incidents affecting students' health, safety and well-being and subsequent actions are secure and comprehensive. The learning environment, facilities and premises are safe and appropriate to the learning needs of students. There are no lifts to accommodate students or staff with reduced mobility should the need arise. • The promotion of safe and healthy living is effective in most aspects of school life through activities such as awareness programmes and special occasions such as World Diabetes Day. 				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none"> • Relationships between students and staff are very positive. Social workers in both the girls and boys building and the section supervisors ensure that behaviour management is positive and effective. As a result, students move safely and quickly around the school between lessons and at break times. • The school has rigorous procedures to promote very good attendance and punctuality. Social workers and supervisors contact and follow-up with parents when students are absent or late. • The school has implemented systems to identify students with SEN. All students on the SEN register have individual education plans (IEP) to help monitor their progress. • The SEN coordinator supports students in Arabic and two additional teachers support students in English. Provision for G&T students, lower attaining students and those with SEN is not always effective in lessons because teachers do not always consider these students' specific learning needs in the techniques or resources used to enable better progress. • The processes to support students' personal and academic development are effective. Students have access to individual advice, counselling, external visits from universities and 				



careers' guidance. Staff provide effective advice and guidance to students about subject choices, electives and future pathways.

Areas of Strength:

- The school's rigorous approach to the safeguarding of students.
- Staff and student relationships and behaviour management.

Areas for Improvement:

- The provision and appropriate support for students with SEN, lower attaining students and G&T students in lessons.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- Leaders at all levels demonstrate a clear vision for the school which underpins the UAE national priorities. Leaders have been successful in improving various aspects of the school including students' achievement in mathematics, science and English overall.
- Leaders have effectively reviewed, revised, and shared teaching and learning approaches. Senior leaders and heads of department share best practice by modelling best teaching and this has resulted in improved teaching and learning. Leaders have demonstrated that they can lead effectively and have good capacity to move the school forward.

Self-evaluation and improvement planning

Good

- Self-evaluation and self-review are carried out rigorously, using the UAE School Inspection Framework. Most leaders use internal and external data accurately to triangulate judgements. School improvement plans are targeted and outline actions taken by the school to meet the recommendations of the previous review report. Leaders take into account the views of all stakeholders to improve the school.

Partnerships with parents and the community

Good

- Parents' satisfaction with the quality of education at the school has improved since the previous review. Parents know that their views are heard and acted upon, for example



<p>through the introduction of clubs and the increased range of electives for older students in response to their requests. Parents receive regular communication about their children's academic and social achievements through various channels. Report cards with grades and marks are shared 3 times a year and are followed by parent and teacher meetings but these reports do not yet contain clear next steps for students' learning.</p> <ul style="list-style-type: none">The school has formed partnerships with local universities and a hospital which provide students with opportunities to consider options for further study and work. The school enjoys partnerships with other local schools to share best practice and exchange ideas. Leaders encourage students to participate in a variety of inter-school competitions. The school has links with the International Federation for Tchoukball and includes this sport in its PE lessons. The school hosts students at the ARAS sports academy twice a week after school.	
Governance	Good
<ul style="list-style-type: none">Representation on the governing body has increased to include parents and students. The board of trustees meets with senior leaders regularly and is responsive to requests to improve the school's building and environment. Leaders share information about students' achievement and governors use this to hold leaders to account. Governors have had a direct positive impact on students' performance through the provision of additional staff and resources, including online platforms and e-libraries. Leaders ensure that all statutory and regulatory requirements are fulfilled.	
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none">The school day is managed efficiently. Students and staff move between lessons smoothly. There are sufficient staff to monitor students' behaviour as well as their personal and social needs. All staff receive regular professional development, which has a positive impact on teaching and learning. Teachers do not yet use appropriate strategies to support SEN students in all lessons. Specialist facilities enhance students' learning although the technology used by teachers in classrooms and the resources in the art room are only just adequate.	
Areas of Strength:	
<ul style="list-style-type: none">Leaders' systems for self-evaluation and the use of external data to benchmark students' performance.Leaders' positive impact on teaching and learning and all other aspects of the school since the previous review.	
Areas for Improvement:	
<ul style="list-style-type: none">Training for leaders and teachers to appropriately support students with SEN in lessons.Resources, particularly technology, in classrooms and in the art rooms.	



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 11 teachers and the student to teacher ratio is 1:77
- Students are timetabled once every two weeks to use the library. There is a range of Arabic books, including 450 fiction and 611 non-fiction books. In addition, there is an e-library which provides teachers, parents, and students with a progress report.
- Students use books from the library as well as their texts in the classroom.
- Students participate in the Arab Reading Challenge Competition. Students visit the Sharjah Book Fair to foster their interest in reading.

The school's use of external benchmarking data

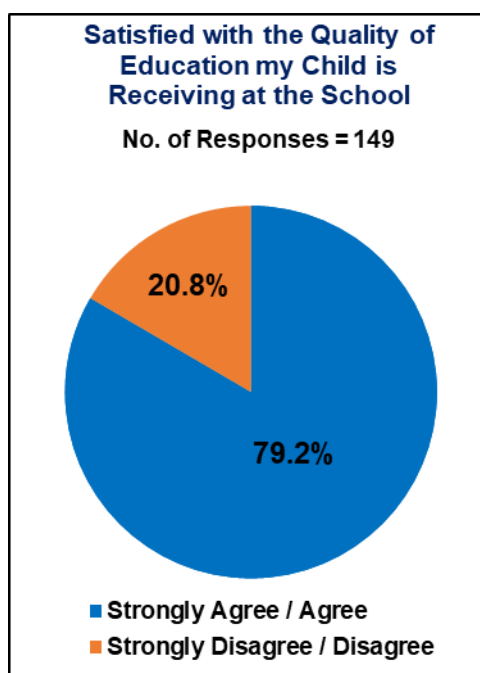
- Students take a number of external examinations which comply with SPEA requirements, including PISA, TIMSS, PIRLS, MAP, TALA, Mubakkir and CAT4. Older students also take EmSAT tests or take AP college courses as required.
- All eligible students took the PISA tests in 2022. The school is awaiting 2023 TIMSS results. All students from Grades 3 to 9 take MAP tests in English, mathematics, and science. All students sit the TALA and Mubakkir tests in Arabic.
- Leaders use external examinations to benchmark against national and international averages. Teachers use questions from these examinations in lessons to help prepare students. CAT4 data is used to determine students' abilities and identify those who are G&T.
- Students are shown the results of the international tests which are also displayed on the students' portal. High scores are rewarded. Results are shared with parents.

Provision for KG

- There are 12 teachers in KG with a ratio of 1:11. There are 14 assistant teachers and a nurse. A dedicated head of section oversees the KG.
- Each classroom has small learning centres to support reading, writing, discovery, mathematics, art, and ICT. The activity room has resources which support learning through play including role play and music and movement.
- The playground outdoors is shaded and is equipped with age-appropriate swings, slides and seesaws.
- Before joining, parents receive a welcome pack containing relevant information and take an orientation tour. They meet teachers who share information about routines and the curriculum. Transition from KG to Grade 1 is smooth and the children are well prepared for moving into the next phase of their education.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise achievement in all subjects by:
 - encouraging students to ask questions, research and enquire.
 - allowing children in KG to choose their own activities and older students to lead their own learning more often.
 - ensuring that students apply the skills they learn in English in other subjects.
 - improving the depth and quality of students' written work in all subjects.
 - enabling skills' progression in art and PE, particularly in Phases 2 and 3.
- Improve teaching and learning by:
 - ensuring all teachers focus on the progress students make towards the learning objective.
 - quickening the pace in lessons so that there is time for students to complete, review and improve their work.
 - assessing students' learning against the learning objective and offering constructive feedback and clear next steps.
 - using practical resources, timely interventions and prompts to enable lower attaining students to make better progress.
 - ensuring questioning to promote students' critical thinking and extension tasks is of high quality.



- Increase the effectiveness of leaders by:
 - ensuring the support for SEN students is consistent in all lessons and subjects.
 - raising expectations for students' presentation of work in books in Phases 2, 3 and 4.
 - providing high quality technology in classrooms to improve teaching and learning.
 - reviewing the curriculum to ensure progression in other subjects such as art and PE.



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

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

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

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