



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

EMIRATES NATIONAL SCHOOL

21-24 November, 2022

Overall Effectiveness

GOOD



إتقان ITQAN





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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

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

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



SCHOOL INFORMATION

School	School ID	171	
	School location	Al Nakeilat	
	Establishment date	03 Feb 1980	
	Language of instruction	English	
	School curriculum	Indian	
	Accreditation body	Central Board for Secondary Education	
	Examination Board	Central Board for Secondary Education	
	National Agenda Benchmark Tests/ International assessment	ASSET, PISA	
	Fee range	3900 – 7400 AED	
	Principal	Susan John (Acting)	
	Chair of Board of Governors	Ravi Thomas	
Staff	Total number of teachers	160	
	Total number of teaching assistants	11	
	Turnover rate	6.3%	
	Main nationality of teachers	Indian	
	Teacher: student ratio	1:19	
	Students	Total number of students	3021
		Number of Emirati students	0
		KG: number and gender	207 male: 194 female
		Primary: number and gender	620 male: 611 female
		Middle: number and gender	362 male: 362 female
		High: number and gender	328 male, 337 female
Nationality groups		1. Indian 2. Nepali	
Total number of students with special educational needs		13	

PROGRESS JOURNEY

Previous Inspection in 2019:	Current Review:
ACCEPTABLE	GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of seven reviewers' 202 lesson observations, 55 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 inspection in 2019. Students' achievement has improved since the last review, particularly in Islamic education and social studies. Outcomes in the English-medium subjects have also strengthened, while mostly very good or outstanding outcomes in the CBSE examinations in Grades 10 and 12 have been sustained. This indicates that students, all of whom are second language learners, make at least good, and accelerating, progress over time, with the greatest impact evident in the Secondary phase. KG provision, while acceptable, requires further development. Teaching is good overall, although most consistently effective in the Middle and Secondary phases. Some aspects of differentiation to match students' learning needs require further improvement. Students' learning skills are good overall. The curriculum meets both the requirements of the MoE locally and the CBSE in India. Arrangements for the protection, care, guidance and support of students are good. Effective leadership at all levels underpins the improvements identified. Some changes in the membership of the Governing Board have ensured greater accountability. The learning environment of the school is acceptable and meets requirements, although classroom space is often cramped. The outdoor environment has been imaginatively developed.

KEY AREAS OF STRENGTH:

- Students' achievement in the Secondary phase.
- Students' attitudes, behaviour and relationships across the school.
- The improvements achieved in teaching and learning.
- The school's partnership with parents.
- The increasingly rigorous approach to the school self-evaluation process.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement in Arabic as a Second Language.
- The provision for kindergarten children.
- The structured support for students identified as gifted and talented.
- The implementation of differentiated activities in lessons and the feedback on students' work.
- The systematic preparation of students for participation in international benchmark tests.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Good

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is good overall. In lessons and in their recent work, the majority of students make better than expected progress across all phases. This aligns with the school's data in the Middle phase, but not in Primary or Secondary phases where data shows very good progress in Primary and acceptable progress in Secondary.• Attainment is good overall. The school's internal assessment shows that attainment is very good in Primary, good in Middle and acceptable in the Secondary phase. This does not reflect evidence from lessons or students' work.• The majority of students make more than the expected progress in lessons. In Primary, students are aware of the Seerah and the guardianship of Prophet Muhammad (PBUH) and can distinguish between the Adhan and the Iqamah. In the Middle phase, students read the Nobel Hadith correctly in English, explain the situations of the believers and express their gratitude to Allah The Almighty when times are good. Secondary students have a clear understanding of social law and the impact of divine social law on societies and Shari'ah resources. However, students' ability to accurately recite the Holy Qur'an and apply Tajweed rules is underdeveloped at all levels. Students' reading and analytical skills of the Noble Hadeeths in Arabic, linking them to verses from the Holy Qur'an, are not as developed as other skills.• Overall, the majority of groups of students make better than expected progress across all phases. However, higher-attaining students do not make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Primary and Middle phase students' knowledge of the prophet Muhammad (PBUH) Seerah.• Secondary students' confidence in relating Islamic principles, laws, and sharia to their daily lives.	<ul style="list-style-type: none">• Students' recitation skills and their application of Tajweed rules across all phases.• Students' analytical skills and ability to link between the Noble Hadeeths and Holy Qur'an verses in both English and Arabic.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a second language is acceptable overall. Arabic Second Language is not taught in KG. In lessons and in their work most students make expected progress. This is accurately reflected in the school's internal data which shows that all students make acceptable progress over time.• Attainment is acceptable overall. Internal assessment data for all phases indicates that attainment is acceptable. This is confirmed in lessons and in students' written work.• Most students make acceptable progress. Students in Primary can identify, segment and blend initial sounds. This enables them to read and write unfamiliar words. However, they are less confident in attempting to read and write short sentences. Students in Middle develop acceptable speaking skills as they talk about familiar topics using short sentences. However, they make grammatical and spelling errors and find it difficult to extract key ideas from an extended text. Students in Secondary make acceptable progress in developing speaking, listening and reading skills. They speak in accurate, full sentences. However, students' extended reading and writing skills are less well developed in all phases.• Overall, most groups of students make the expected progress in lessons. However, higher-attaining students do not make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' listening and speaking skills in the Middle and Secondary phases.	<ul style="list-style-type: none">• Students' reading comprehension skills in all phases.• Students' accuracy in writing across all phases.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. The majority of students make better than expected progress across phases 1 and 2. This is not fully reflected in the school's internal data which shows good progress in Primary and Secondary phases and very good progress in Middle.• Students' attainment is good across all phases. The school's internal data indicates that attainment is outstanding in all phases.• The majority of students make better than expected progress overall. Students in Primary make good progress when learning about national identity. For example, they share their knowledge about the difference between weather and climate and can link this to the landscape of UAE. They can talk about the efforts made in UAE to ensure sustainability while preserving the environment. However, they have less developed skills in using conventional maps as a source of information. In the Middle phase, students continue to make good progress learning about values, ethics and the national economy. For example, they undertake research and share their ideas about globalization when making connections to the UAE agenda. Older students study the space mission of the UAE and evaluate the importance of technology and its contribution to the national economy. They talk confidently about the efforts made by UAE rulers to enhance the space sector.• Overall, the majority of all groups of students make better than expected progress across all phases. However, higher-attaining students do not make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to discuss the UAE national economy.• Students' research skills in preparing presentations about the values and ethics.	<ul style="list-style-type: none">• The use of a greater variety of maps to enhance students' knowledge of UAE and world geography.



English	<ul style="list-style-type: none">• Students' overall achievement in English is good. Their progress is acceptable in KG and Primary phases, good in the Middle phase and very good in Secondary.• Students' attainment is good overall. External CBSE results for Grades 10 and 12 indicate that standards in Secondary are outstanding, although this does not fully align with evidence seen in students' work. External ASSET progress tests indicate that attainment is above expectations.• The majority of students make better than expected progress in lessons and in their written work. In KG, children make adequate progress in developing English language skills. For example, they most know the letters of the alphabet and can read and verbalise the words in simple rhymes. By the end of the Primary phase, students' reading and speaking are increasingly fluent, but their extended and creative writing is limited. In the Middle phase, students make good progress and develop an accurate understanding of grammar. They become adept at converting direct to indirect speech and make good progress in their understanding world literature. Their language is often sophisticated, and their debates are persuasive in considering moral issues. In Secondary, students make accelerated progress as their language skills become more developed. For example, they understand how language devices and figures of speech, such as similes, metaphors, personification and alliteration, are used in poetry to powerful effect. Handwriting throughout the school is of increasingly High quality.• The majority of groups make above expected progress. However, higher-attaining students do not make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• The well-developed listening, speaking, reading and writing skills of older students.• Students' confident engagement in discussions.	<ul style="list-style-type: none">• KG children's reading skills.• Primary students' skills in creative and extended writing.



Mathematics

- Students' achievement in mathematics is good overall. It is acceptable in KG. and good in the Primary, Middle and Secondary phases. In lessons and in their work, most children in KG make expected progress, and the majority of students in the Primary, Middle, and High phases make better than expected progress. This does not fully match with the school's internal data.
- Internal assessment data for all phases show attainment as acceptable. This is not evident in lessons or in students' work where most students attain above the curriculum standards. External CBSE data for Grades 10 and 12 indicate that attainment in Secondary is good. ASSET data for Grades 3 to 9 indicate that attainment is weak. However, not all students participated so that the validity of the sample or the analysis cannot be fully relied upon.
- In KG, children develop their number skills: they write, and recognize numbers and their quantitative value. However, they lack confidence to independently recognise numbers and their related quantity. In Primary, students make good progress developing their number manipulation skills. For example, students can find the multiple of a number and can solve and evaluate problems based on multiples. However, not all can apply this concept to real-life situations. In Middle, students make good progress developing their algebra and geometry skills. For example, students can derive the formula to calculate the surface area of a cube and apply it in real-life situations. However, not all students are able to devise steps and solve problems based on these formulae. In Secondary, students' mathematical thinking develops well. They can apply the concepts of geometric progression in solving problems, although only a few students can apply the concepts of geometric progression in real-life situations.
- Overall, the majority of groups of students make the expected progress. However, higher-attaining students do not progress as well as they could, particularly in KG.

Areas of Strength

- Students' number manipulation skills in Primary.
- Students' understanding of geometric concepts in Middle.

Areas for Improvement

- KG children's independent application of numbers to quantities.
- Students' mathematical thinking skills in Middle and High.



Science	<ul style="list-style-type: none">• Students' achievement in science is good overall. In lessons and in their work, the majority of students in all phases make good progress. This does not fully align with the school's internal data which shows achievement to be outstanding in KG and Primary, very good in Middle and acceptable in the Secondary phase.• Attainment is good in all phases. External ASSET data is available for Grades 3 to 9. While this indicates that attainment is weak, not all students are included in the tests. However, in the Grade 10 external CBSE examinations attainment in science is outstanding. At Grade 12, external CBSE results in physics, chemistry and biology are outstanding. These outcomes are mostly reflected in lessons and in students' books where, overall, the majority of students in the Primary, Middle and Secondary phases attain above curriculum standards.• The majority of students make good progress. In KG, children learn successfully about the world. For example, they can name and describe modes of land transport and their uses. In Primary, students make good progress learning about life, earth and space sciences. For example, they can identify and name different types of human and animal teeth with their functions. In the Middle phase, students develop sound knowledge of science facts and theory. For example, they can differentiate between insulators and conductors and can form an electrical circuit. In the Secondary phase, students develop good practical and investigation skills. For example, they can find the refractive index of water and glycerine accurately when using specialised science equipment. In all phases, students develop good experimental and scientific skills. However, their skills in recording observations, and using predictions to strengthen their investigative skills are less well-developed.• The majority of groups of students make good progress across all phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's understanding of the natural world in KG.• Students' knowledge of scientific facts and theory in Secondary.	<ul style="list-style-type: none">• Students' ability to record observations and use predictions.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable in KG and good in the other phases. Progress in IT, PE and art in Primary and in a wider range of subjects in Middle and Secondary phases, both in lessons and over time, is good.• Attainment in lessons is good overall as a majority of students attain above the curriculum expectation. There is no external data for most of these subjects, other than in Secondary, where CBSE outcomes for subjects such as business studies, accountancy and Hindi indicate good or better attainment. Internal data in Primary indicates good attainment in music, Hindi and Malayalam., In lessons, the majority of students attain above the curriculum standards in art, PE and IT. In the Middle and Secondary phases, attainment in accountancy, economics and business studies is good. Some very High-quality artwork was evident in the Middle phase.• Progress is only acceptable in music because of the limited opportunities to develop students' specific skills. The majority of students develop good IT skills but their use of these skills to support learning is limited across the school, although better in Middle and Secondary than elsewhere. Secondary students can lead compelling group discussions, debates and presentations on business ethics and demonstrate well-developed critical thinking skills.• The majority of students of groups of students make above expected progress in these subjects, most consistently in the Middle and Secondary phases.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' confidence and well-developed skills in PE and IT.• The good progress made by students in a range of subjects in the Secondary phases.• Older students' skills in art.	<ul style="list-style-type: none">• Students' skills in music across the school.• Students' more frequent application of their IT skills to support their learning.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are good overall. They are acceptable in KG. Across the school, students enjoy learning and engage enthusiastically with tasks.• Students interact positively and collaborate and communicate effectively with one another. This is a particular feature in the Middle phase where students confidently debate different approaches to planned project work. In the Primary and Middle phases, however, while students talk and answer questions eagerly and positively, they do not present ideas at greater length either in groups or in class presentations to give depth to their thinking and understanding.• Across the school, students can relate what they are doing to the world around them with guidance. However, they do not do so consistently and independently to expand their work and understanding, nor do they regularly apply their skills to make connections between areas of learning.• In the Secondary phase, students can think critically when working on problem-solving tasks and they can be innovative. In Secondary, when researching students can make confident use of technology. However, these skills are less developed in other phases.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' interactions and their effective collaboration skills.• Students' enthusiastic engagement with learning.	<ul style="list-style-type: none">• Students' innovation skills and their use of technologies.• Students' confidence in the Primary and Middle phases to present their ideas orally.



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

Indicators:	KG	Primary	Middle	Secondary
Personal development	Good	Good	Very Good	Very Good
<ul style="list-style-type: none">Students' personal and social development is very good overall, particularly in the Middle and Secondary phases.Students show very positive and responsible attitudes. They are enthusiastic in lessons, self-reliant and seek and respond well to critical feedback.Students are consistently self-disciplined and respond very well to others. They resolve difficulties in mature ways and bullying is extremely rare. Their exemplary behaviour is a significant strength. Students' relationships with staff are consistently respectful. Teachers and students exemplify the school vision of integrity, honesty, respect and kindness.Students' good understanding of safe and healthy living enables them to make appropriate choices about their own diet and well-being. They participate in activities that promote safe and healthy lifestyles. However, students do not yet contribute significantly to the initiation of health-focused activities.Students' attendance is good at 94.9%. Students usually arrive to school and lessons on time.				
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Students have a secure understanding of how Islamic values influence society in the UAE. They appreciate the significance of Eid Al Fitr and Eid Al Adha. Students take part in activities which reflect the importance of Islamic etiquettes in the UAE, especially during school assemblies where they read Noble Hadeeth and recite the Holy Qur'an.Students are knowledgeable about the heritage and cultural characteristics of contemporary life in the UAE. Various cultural activities are initiated and undertaken by them, including National Day, Flag Day and Martyrs' Day. They visit key heritage and museum sites in Sharjah and the UAE and recognise key landmarks such as Burj al Arab.Students demonstrate a clear appreciation of their own and other world cultures. They have, in the past, celebrated other world cultures and traditions. However, apart from celebrating Indian Republic Day and Independence Day, recent opportunities have been limited.				



Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none">• Students understand their responsibilities as member of the community. They volunteer to participate in school activities such as raising funds for flood victims in Pakistan. However, student-initiated activities remain limited.• Students show a positive work ethic. They enjoy lessons and sometimes organise activities such as morning assembles. Students participate in occasional innovation projects such as the management system to maintain library records. However, their innovation and enterprise skills are less well developed in lessons and in the Primary and Middle phases.• Students demonstrate a good understanding of the benefits of sustainability. They participate in activities to promote sustainability and conservation in the community by planting trees. Their participation in activities beyond the school is less well-developed.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' behaviour and personal development.• Students' understanding of Islamic values.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' innovation and enterprise skills.• Students' initiation of, and participation in, community-based and volunteering activities.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Acceptable	Good	Good
<ul style="list-style-type: none">The overall quality of teaching is good and assessment is acceptable. Teachers mostly apply their knowledge of subjects and how students learn effectively, having taken part in recent High quality professional development. This has led to improved performance in teaching and learning. While improvement is noted in KG and Primary, overall, teaching has improved less in these phases as teachers are not yet taking enough account of students' preferred learning styles.Teachers mostly plan engaging lessons and make effective use of time and resources. However, the learning environment in small classrooms does not always motivate students or allow flexibility in group work. Nevertheless, students often learn well because of their positive attitudes, good behaviour and the support given by their teachers and peers.Teachers' rapport with students, and students' innately positive attitudes, ensure that they are keen to learn. Questioning engages students in meaningful discussions. This enables students to make good, critical responses. Teachers use strategies that are effective in meeting the individual needs of almost all groups of students. Gifted and talented students, and those with special educational needs, are not always catered for sufficiently.Overall, teachers are less successful at supporting students to take the initiative, solve problems, innovate and be enterprising in lessons.				
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Internal assessment processes are coherent and consistent. They measure students' attainment and progress against the curriculum standards and give mostly valid and reliable measures of students' academic, personal and social development. The school makes adequate use of ASSET progress tests to benchmark students' outcomes.Assessment data is analysed by senior and middle leaders. The analysed data is generally well presented to staff, understood by all and used to plan future learning.Teachers' marking of students' work is variable in quality and regularity. Generally, it does not provide students with enough information on how well they have done and what they need to do to improve. Also, students' responses to teachers' marking are not monitored sufficiently.				
Areas of Strength:				
<ul style="list-style-type: none">Teachers' relationships with students and the strong rapport they foster.Teachers' promotion of critical thinking, partner discussions and group collaborations.				
Areas for Improvement:				



- The adaptation of planning to meet the needs of higher-attaining students.
- Teachers' marking of students' written work to include guidance on next steps.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	Secondary
Curriculum design and implementation	Acceptable	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of the curriculum is good. It is acceptable in the KG. The curriculum meets all statutory requirements. It is broad and balanced and develops students' skills well as they move through the school.• Curriculum planning mostly ensures continuity and progression. It builds on prior learning at each stage and meets the learning needs of most students, particularly in the Secondary phase. However, it does not always fully support the learning needs of the higher-attainers and the gifted and talented. The progress of KG children is adversely impacted because work is often given at the same level and with the same tasks for all children. The limited space in the classrooms makes it difficult to implement a curriculum which enables children to learn through play and exploration.• There is a wide range of curricular choices for older students in the school, preparing them well for future learning.• Cross-curricular links are planned well and integrated into lessons. This helps students to connect areas of learning and relate their studies to the UAE context. However, implementation is inconsistent across subjects and phases. Regular review of the curriculum incorporates modifications based on the previous year's implementation.				
Curriculum adaptation	Acceptable	Good	Good	Good
<ul style="list-style-type: none">• Modification to the curriculum have generally been successful and supported students' improved achievement. Higher attaining students are planned and provided for more effectively in the Middle and Secondary phases, than in KG and Primary.• Extra-curricular activities offer a range of clubs and activities. These enable students to develop wider skills and knowledge in areas of personal interest. However, students have limited opportunities to be innovative or to develop their enterprise skills. Community enterprises which existed prior to the recent pandemic are being gradually reintroduced but have not fully restarted.• The curriculum supports students' good knowledge and understanding of Islamic values and UAE society. There are many links within the curriculum which enable students to develop a clear understanding of UAE values and culture.				
Areas of Strength:				



- The breadth and balance of the curriculum and the range of curricular choices to support older students' talents, interests and aspirations.
- The well-developed cross-curricular links.

Areas for Improvement:

- The effective modification of the curriculum to meet the needs of all students, particularly those who are higher-attaining.
- Students' opportunities to develop enterprise and innovation skills.



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

Indicators:	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
<ul style="list-style-type: none">• The protection, care, guidance and support of students is good overall. Procedures for safeguarding are effective. All staff, students and parents understand the child protection policies and procedures. The school aims to protect students from all forms of verbal, physical and emotional abuse and bullying.• The school provides a safe environment. Students are effectively supervised during the school day. A few older buses, although fully compliant, do not have seatbelts throughout.• Records are maintained of fire drills and other incidents. Buildings and equipment are maintained in good condition. Ramps and lifts allow access for those with mobility issues.• The school promotes healthy living effectively through the curriculum and assemblies and students are well-informed about the importance of diet and exercise.				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">• Relationships between staff and students are very positive. Behaviour management systems are effective. Almost all students manage their own behaviour Highly effectively. Attendance and punctuality are managed effectively.• The school has appropriate systems to identify SEND students, through liaison with teachers and parents. The provision to support these students in lessons is mostly effective. Parents are informed and most are supportive. While gifted and talented students, particularly those with academic and sporting needs, are identified informally and some provision is made, a complete register is not in place and provision is inconsistent.• Students' physical well-being and personal development is closely monitored. Students have regular health checks. Preparation is made at all transition points. There are effective links with universities in the UAE, India and elsewhere, and access to careers fairs, to support Secondary students in pursuing their educational aspirations.				
Areas of Strength:				
<ul style="list-style-type: none">• Staff-student relationships in all classes.• The school's effective procedures for safeguarding.				
Areas for Improvement:				



- The identification and support of students who are gifted and talented.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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

- The overall quality of leadership and management is good. Senior and subject leaders have been successful in improving students' achievement, building upon the emerging strengths from the previous inspection. Leaders demonstrate commitment to the UAE and national priorities. Leaders have a good understanding of best practice in teaching, learning and the curriculum. There is commitment to inclusion. However, some aspects of support for students who are gifted or talented are less well-developed. Relationships and communication are professional. There is effective delegation of key responsibilities to enable the school to function smoothly. Morale is positive.
- School leaders know what needs to be done to improve the school. They demonstrate good capacity for further improvement. All statutory and regulatory requirements are met. The school's self-evaluation provides a succinct and broadly accurate view of achievement. Leaders have analysed the school's performance with some perception. The concise development plan identifies appropriate priorities. There is a well-structured programme of monitoring of lessons, which mostly focuses upon students' achievement.
- The school informs and involves parents well in supporting their children's learning. There are detailed written reports termly. There are very good systems for communicating with parents. There are acceptable community and national partnerships, mostly through local cluster arrangements, and many university links in India.
- The Governing Board has been restructured, with a new chairman. Members now include parental and teacher representatives. There are channels for parental views to be shared. Governors have a good knowledge of the school. Systems are being established to enable leaders to be held accountable for school performance.
- Day-to-day management is very good. Staff have access to regular training to improve their skills. Further training is required for Kindergarten teaching assistants. The school premises provide adequate accommodation with suitable specialist facilities, although the mostly small classrooms impact upon students' learning. The school grounds provide a stimulating learning environment.



Resources to support teaching and learning are limited in some subjects, particularly in Arabic. However, many older students now bring their own laptops to facilitate their learning.

Areas of Strength:

- The school's engagement with parents and its community and national partnerships.
- The management of the day-to-day life of the school.

Areas for Improvement:

- Systems for holding school leaders accountable for school performance.
- Classroom space and the level of resourcing in some subjects.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 15 full-time teachers who cover Arabic Second Language. The student-teacher ratio overall in Arabic is 1:174.
- There are 300 books in Arabic in the school library. Around two-thirds of the texts are fiction. There are no regular class visits to the library. Reading opportunities in Arabic lessons are limited as students do not always have sufficient skills to read extended texts.
- The provision for reading in classrooms in Arabic is under-developed. There are no book corners or Arabic readers readily available. There is only limited access to online resources. However, students readily research the meanings of words and other information online and teachers use on-screen presentations. The school has yet to develop a reading plan for Arabic and Arabic teachers have yet to receive specific training on the teaching of reading.
- Students participate in Arabic assemblies and in the national, cultural, and Islamic celebrations. There is an annual 'Arabic Week' which celebrates Arabic art forms, particularly dance. Students are encouraged to participate in poetry reading competitions.

The school's use of external benchmarking data

- The school offers one main international test, ASSET, in addition to PISA (2021). The school has not been selected for TIMSS or the PIRLS (2021) test. CAT4 tests were taken until 2018. ASSET testing has been offered since 2019, but the numbers taking the tests, for reasons of cost, have not always reflected the full range of students. However, the school has decided, going forward, to fund the full cost of testing. Otherwise, the only external data currently available derives from the CBSE examinations at Grades 10 and 12.
- The Principal indicates that some preparation was provided ahead of the international PISA tests in 2021, based upon MoE materials. However, neither this, nor preparation for the ASSET tests, appears to have been extensive. The school accepts that while students achieve Highly on knowledge-based tests at Grades 10 and 12, they are less well-prepared for the skills-focus of ASSET tests.
- The school indicates that the test results are made available to students.
- ASSET provides detailed analysis of students' performance in these tests. The school shares this information with parents.

Provision for KG

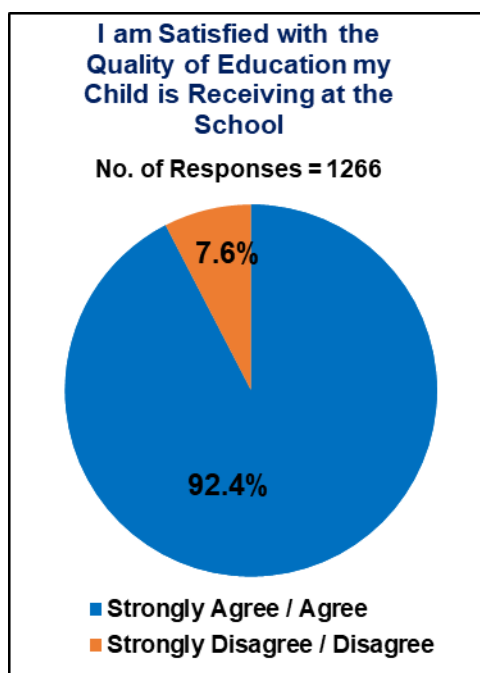
- There are 402 children in the 16 KG classes, distributed as KG1 (8) and KG2 (8). The ratio of teachers to children is 1:25. There are 16 teachers and 16 full-time assistants, working across groups of classes, who mainly support children's personal needs. Some assistants have joined the school very recently.
- The classrooms, although compact, are mostly bright and colourful. There are basic learning resources to support language, science, mathematics and creativity, in designated areas. Resources are, however, relatively restricted in range and quantity. There are colourful outdoor play areas which are used occasionally, under supervision. The wider outdoor area, with its extensive planted areas, provides some exciting learning opportunities.



- Children have familiarisation visits when they are about to start school and orientation visits for parents are offered. There are planned visits when children move from KG2 to Grade 1. Students are assessed on entry against the Early Years standards. All relevant annual tracker sheets are passed on when children enter Grade 1.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

1. Raise standards of achievement in Arabic Second Language by:
 - training teachers in more varied strategies which include student-centred learning
 - using day-to-day assessment to identify the individual needs of each student across the key language skills in Arabic
 - increasing the opportunities for reading and writing in Arabic in lessons
 - increasing the opportunities for listening and speaking Arabic in discussions and dialogues.
2. Improve the quality of teaching and assessment by:
 - ensuring that the work set matches the learning needs of individual students
 - providing all students with regular written guidance on how well they have done
 - what they need to do next to improve and by close monitoring of their responses.
3. Improve the provision for children in KG by:
 - providing a creative curriculum which includes free-choice activities
 - developing children's independent learning skills
 - deploying teaching assistants more effectively to support students' learning



- providing rigorous professional development for teachers and teaching assistants.
4. Raise the achievements of students who are gifted or talented by:
 - identifying and recording their specific gifts or talents
 - sharing the knowledge of such individuals with teachers to ensure they are catered for in lesson planning.
 5. Adopt a more rigorous approach to the preparation of students for international tests.

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

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

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

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