



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

# School Performance Review (SPR) | Report

Far Eastern Private School  
4 – 7 March

**Overall  
Effectiveness:  
ACCEPTABLE**





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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.




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

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

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



## SCHOOL INFORMATION

School	School ID	148	
	School location	Al Shahba, Sharjah	
	Establishment date	2001	
	Language of instruction	English	
	School curriculum	Philippine	
	Accreditation body	-	
	Examination Board	-	
	National Agenda Benchmark Tests/ International assessment	PASS, CAT4, ASSET	
	Fee range	3,700 - 6,000 AED	
	Staff	Principal	Mary Jane P. Onato
		Chair of Board of Governors	Maria Sales Al Ansari
Total number of teachers		54	
Total number of teaching assistants		7	
Turnover rate		1.3%	
Main nationality of teachers		Filipino	
Students		Teacher: student ratio	1:23
		Total number of students	1,250
	Total number of students per Phase	Phase 1: 157 Phase 2: 454 Phase 3: 438 Phase 4: 201	
	Number of Emirati students	0	
	Number of Emirati students per phase	0	
	Phase1: number and gender	Boys: 81    Girls: 76	
	Phase 2: number and gender	Boys: 244    Girls: 210	
	Phase 3: number and gender	Boys: 225    Girls: 213	
	Phase 4: number and gender	Boys: 124    Girls: 77	
	Nationality groups	1. Filipino 2. Afghani	
	Total number of students with special educational needs	12	



## PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	ACCEPTABLE

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 170 lesson observations, 61 of which were carried out jointly with school leaders.

#### SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the same as the previous review visit. The school caters for the educational requirements of the Filipino community. Students' achievements in the key subjects are mostly acceptable. It is good in English and mathematics in Phase 4, and in science in Phases 1 and 3. Students' progress is good in Phase 4. Students' learning skills, their understanding of Islamic values and innovation skills are acceptable. Their personal development is good. Students have positive attitudes and demonstrate responsible behaviour. The quality of teaching, assessment, curriculum design and adaptation are acceptable. The curriculum is not sufficiently modified to meet the needs of all students, including those with special educational needs (SEN) and gifted and talented (G&T) students. Arrangements for health and safety are good with acceptable support provided for students. All aspects of leadership and management are acceptable. The roles of the middle leaders are not clearly defined, and they are not fully involved in school evaluation and improvement planning. The principal is respected by all in the school community. The wellbeing of the teachers is a priority of the school management, and the rate of teacher turnover is low at 1.3%. Leaders and teachers are committed to UAE National Agenda with 100% enrolment in external benchmarking tests. The outcomes of these tests are not effectively analysed. The school leaders have acceptable capacity to move the school forward.

#### KEY AREAS OF STRENGTH:

- Students' positive attitude and responsible behaviour.
- Relationships of mutual respect among parents, teachers and students.
- The school's caring environment ensures the well-being of students and teachers.
- The principal, senior leaders and teachers' commitment to the UAE National Agenda.

#### KEY AREAS FOR IMPROVEMENT:

- Students' achievement in all subjects.
- Analysis and use of assessment data.
- The modification of the curriculum to meet the needs of all students.
- Clarification and development of the roles of middle leaders.
- The school's infrastructure and resources to enhance students learning experience.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.					
Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
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	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
Social Studies	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Good
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Science	Attainment	Good	Acceptable	Good	Acceptable
	Progress	Good	Acceptable	Good	Acceptable
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>Students' achievement in Islamic Education is acceptable across the school. Lesson observations and students' work show progress in all phases is acceptable. This does not match the school judgements which state progress is good in Phases 2 and 3 and very good in Phase 4.</li><li>There are no externally benchmarked assessments in Islamic Education. Internal assessment data indicates good attainment in Phases 2 and 3 and very good attainment in Phase 4. This was not observed during the review, where most students' attainment levels were aligned to the curriculum standards rather than above.</li><li>In Phase 2, students understand Islamic rules and rituals from the Noble Hadeeth and the Holy Qur'an. For example, they can explain the five Pillars of Islam and cite examples featuring Allah's greatness and power. Students' knowledge of rules of worship is underdeveloped. In Phase 3, students demonstrate adequate understanding of Islamic manners and etiquettes as they draw from the values of good deeds from the Noble Hadeeth, such as taking care of orphans. Their understanding of the impact of Islamic manners on the life of people and society is less developed. In Phase 4, students demonstrate understanding of Prophet Muhammad's (PBUH) biography, and they draw inferences from the Prophet Muhammad's (PBUH) marital life to understand the importance of family in Islam.</li><li>The progress of all groups of students is aligned with the curriculum expectation except for lower attaining students who make less progress than others.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students understanding of Islamic etiquettes in Phase 3.</li><li>Students understanding of the Prophet Muhammad's (PBUH) biography and importance of family in Islam in Phase 4.</li></ul>	<ul style="list-style-type: none"><li>Rulings of worship and performing them in the correct manner in Phase 2.</li><li>Students' understanding of the effect of Islamic manners on the life of people and society in Phase 3.</li></ul>



<b>Arabic</b>	<ul style="list-style-type: none"><li>Students' achievement in Arabic as second language (ASL) is acceptable across the school. In lessons students' progress is acceptable, and this matches the school internal assessment.</li><li>There are no externally benchmarked assessments in ASL. Internal assessment data shows acceptable attainment across phases. This matches what is observed during review, where most students attain levels aligned to the curriculum standards.</li><li>In Phase 2, students can summarise what they learn and link single words with related images during listening sessions. By the time they reach Grade 6, students can read short sentences and use subject pronouns in their speeches. A few students struggle to write unfamiliar words or ask for information in standard Arabic. In Phase 3, students demonstrate reading skills in line with the curriculum standards and can read short passages. Students' grammatical skills are underdeveloped, for example, using relative clauses to add information to a sentence and making it meaningful. Speaking skills are less well developed in both phases.</li><li>Most groups of students make expected progress in ASL, except for girls in Phase 3 who make slightly better progress</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' reading skills across the school.</li><li>Students' listening and comprehension skills in Phase 2.</li></ul>	<ul style="list-style-type: none"><li>Students' writing and grammatical skills in Phases 2 and 3.</li><li>Students' speaking across the school.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is acceptable across the school. Progress is good in Phase 4 and acceptable in the other phases. This matches the school's judgement in Phase 4, but not in the other phases, where progress is judged to be good.</li><li>• There are no externally benchmarked assessments in social studies. Internal assessment data states good attainment in Phases 2 and 4 and acceptable in Phase 3. This does not match with what is observed during the review except for Phase 3, where student attainment is judged acceptable.</li><li>• In lessons and in students' work in Phase 2 students demonstrate their understanding of UAE society. They can describe the natural resources and features. such as pearls and palm trees but are unable to explain the use of natural resources in real life. In Phase 3, students demonstrate their understanding of UAE culture and heritage, they can describe the tribal origin of modern UAE but are unable to explain how this evolved into the present stage of development. In Phase 4 students demonstrate their understanding of how important developments influenced and played a role in shaping societies in different time periods. For example, the features of ancient Greece and the origins of the Olympic Games. Students' understanding of historical events and terminologies such as the blood lines of ancient civilisations is underdeveloped.</li><li>• Overall, all groups of students' attainment levels are in line with the curriculum standards. Phase 4 students make better progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' understanding of UAE heritage, culture, and society in Phases 2 and 3.</li><li>• Students' understanding of how important developments influence the shaping of societies in Phase 4.</li></ul>	<ul style="list-style-type: none"><li>• Linking relevant concepts with real life application in Phases 2 and 3.</li><li>• Understanding historical terminologies in Phase 4.</li></ul>



English	<ul style="list-style-type: none"><li>Students' achievement in English is acceptable overall. The school's internal data shows progress over time is acceptable in Phase 1, good in Phase 2, very good in Phase 3 and outstanding in Phase 4. This does not match with the review judgements.</li><li>The school's internal assessment data shows attainment is good in Phases 2, 3, 4 and acceptable in Phase 1. The school's external data in PASS and ASSET is acceptable, and weak in CAT4. This broadly matches what is seen in lessons and students' work.</li><li>In lessons, most students' speaking and listening skills are developed across all phases. Students' reading skills are well developed in the higher grades in Phase 3 and Phase 4. In Phase 1, children begin to develop their understanding of phonics. They can recognise words with letters and sounds, for example, Y, W and Z. In Phase 2 students can read simple texts. They can identify elements in a story and verbs in a sentence. They develop basic skills to copy and write notes with simple spelling and punctuation in a short sentence. In Phases 3 and 4 students can read fluently and accurately. They can recognise elements of a short story and poetry, In Phase 4 students are able to create their own stories and analyse the text, justify, discuss, and form opinions. They can differentiate technical and operational definitions. Students' writing skills are less developed in all the phases.</li><li>All groups of students are making acceptable progress in lessons.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' speaking and listening skills across all phases.</li><li>Students' fluency and accuracy in reading in Phases 3 and 4.</li></ul>	<ul style="list-style-type: none"><li>Students' reading for meaning and comprehension in Phase 2.</li><li>Students' skills in writing across all phases.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>Students' achievement in mathematics is acceptable overall. In Phase 1 to 3 progress is acceptable. In Phase 4, it is good. The school's internal data shows progress overtime to be acceptable.</li><li>The school's internal and external assessments show attainment is acceptable in all phases. In external ASSET tests, students' performance across Phases 2 and 3, is acceptable. This aligns with the review judgement of acceptable attainment.</li><li>In lessons and in their work in Phase 1, children build their numeracy skills in basic addition and counting numbers. For example, children can skip count by 2s, 5s and 10s and can add numbers and objects from 1 to 20. In Phase 2, students can identify geometrical concepts, pictographs, and order of operation. They can identify points, line segments, rays, vertex and angles. They can make pictorial representations and can perform a series of two or more operations applying multiplication, addition, subtraction and division. They can determine the common factors and the greatest common factor using listing factorisation and continuous division, but a minority of students find it difficult to apply the concepts in real life. In Phase 3, students build their mathematical skills in geometry, quadrilateral and logical reasoning and can represent point, line and plane using concrete and pictorial models. A minority of students make good progress in problem solving. They can classify different types of quadrilaterals including squares, rectangles, parallelograms, rhombuses, trapezoids and kites. They can draw logical conclusions based on evidence or stated assumptions. In Phase 4, the majority of students build their mathematical skills in understanding the power theorem and can derive the relations between two intersecting chords.</li><li>All groups of students, including higher and lower achievers make expected progress in relation to the curriculum standards.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' skills in geometry and quadrilateral properties in Phase 2.</li><li>Students' skill in pictorial presentation and factorisation in Phase 2.</li></ul>	<ul style="list-style-type: none"><li>Students' application of mathematical skills to real life in Phases 1 and 2.</li><li>Students' problem-solving skills in Phases 3 and 4.</li></ul>



<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is acceptable overall. The progress made by students is good in Phases 1 and 3 and acceptable in Phases 2 and 4. This does not match the school's internal data where progress overtime is shown as acceptable in all phases.</li><li>• In the school's internal data, the attainment of students is very good in Phases 1, 2 and 3 and outstanding in Phase 4. In the national PASS test, attainment is acceptable in Phases 2, 3 and 4. There is no benchmarking data for Phase 1. In the external benchmarking ASSET test, students' attainment is acceptable in Phases 2 and 3. There is no benchmarking data for Phases 1 and 4. This does not match with the review judgment in lessons and students' work where attainment is good in Phases 1 and 3 and acceptable in Phases 2 and 4.</li><li>• Across all phases, students think and communicate their ideas scientifically using appropriate vocabulary. They can apply their learning to the environment and society, making effective real-life links. In Phase 1, children observe and recognise the parts of a plant and explain their functions. By the end of Phase 2, Grade 6 students collaborate well in an investigative group activity and can explain how simple machines work. Such skills are less well developed in other grades of Phase 2. In Phase 3, students have developed good investigative and practical skills. For example, Grade 7 students conduct an egg drop experiment and prove how gravitational force acts on different objects. In Phase 4, students develop practical skills to prove that gases have properties like volume, mass, and pressure. The design of experiments sometimes lacks challenge and does not develop skills of enquiry and critical analysis. In all phases, students' enquiry skills are underdeveloped.</li><li>• The performance of girls is better than boys across all phases and high attainers do not make the expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' practical and investigative skills in Phases 1 and 3.</li><li>• Students' ability to think, relate and communicate ideas scientifically in all phases.</li></ul>	<ul style="list-style-type: none"><li>• Students' enquiry skills in all phases.</li><li>• Practical, laboratory and investigative skills in Phase 2.</li></ul>



<b>Other subjects</b>	<ul style="list-style-type: none"><li>• Students' achievement in other subjects, including in Filipino, music, arts, physical education (PE) and health (MAPEH), technology and livelihood education (TLE), moral education and home economics and livelihood education (HELE) is acceptable overall.</li><li>• In Filipino, most students' achievement is acceptable across the school. They have appropriate listening and speaking skills to respond to questions and follow instructions. In Phases 2, 3 and 4 students speaking, listening, and reading are aligned with the curriculum standards. In Phase 1 speaking and listening are underdeveloped. A majority of students in Phases 2, 3 and 4, make significant progress in small group discussions and presentations. Across all phases, almost all students celebrate the Filipino language and culture through dance, music, and art.</li><li>• In MAPEH art and drawing are the focus for this term. In Phase 2, most students can identify primary and secondary colours and combine them to create shades. In Phase 1, children draw various shapes relating to the letter of the day. In Phase 3 home economics students exceed expectations in their use of sewing techniques. A majority of students in Phase 4 can identify a variety of traditional textiles from southeast Asian countries.</li><li>• A majority of Phase 2 students show a good understanding of healthy eating habits. In Phase 4 computing, the majority of students can change the frequency of lights. In moral education in Phase 2, students learn to work as a team. In Phases 3 and 4, students perform as a touring dance troupe demonstrating Philippine national dance, music, and language. Students' musical and PE skills are less developed, partly because there are no music, health or PE lessons in the current school term.</li><li>• Overall, the progress of all groups of students is acceptable across all subjects in all phases.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• The achievement of Filipino language skills across Phases 2 to 4.</li><li>• Students' knowledge of artistic skills in Phases 2 and 3.</li></ul>	<ul style="list-style-type: none"><li>• Students' use of technology in Phases 1, 2, and 3.</li></ul>



<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Students enjoy learning and have positive attitudes. They take responsibility for completing tasks, but rarely follow their own ideas and learning. Students in Phases 3 and 4 enjoy creating story lines relating to the lesson on Freytag's pyramid and presenting their work.</li><li>• Most students work well in groups in all phases and in most subjects to develop and share ideas, but groups are not always structured to enable all to participate. In Phase 3 an egg drop group experiment utilised collaborative thinking for effective scientific communication.</li><li>• Students in all phases interact and collaborate well in classroom activities and can communicate their learning. Students make connections between some subjects and give examples from real-life or learning in other subjects when talking about their work. In art in Phase 3 students illustrate the differences in textiles from several Southeast Asian countries.</li><li>• Student use of learning technologies is limited across all phases. Critical thinking, problem solving, enterprise and innovation skills are less developed in lessons. Students in Phase 4 utilise computers well in their ICT lessons.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' ability to relate their learning to the real world in all phases.</li><li>• Collaborative learning in small groups across the school.</li></ul>	<ul style="list-style-type: none"><li>• The use of learning technologies to support learning in all phases.</li><li>• Students' critical thinking, problem solving, enterprise and innovation skills in all phases.</li></ul>





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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Good	Good	Good	Good

- Students have positive and responsible attitudes to learning and respond well to feedback. They demonstrate self-discipline and are respectful towards other students, teachers, and visitors. Bullying is rare and positive behaviour prevails around the school.
- Relationships among students and staff are strong and amicable across all phases. In lessons, students work collaboratively with each other and share their learning in small groups. In assembly, students participate enthusiastically in the celebrations of the UAE and their own cultural backgrounds.
- Students generally choose nutritious snacks at break time. They have a colour theme for the day of fruit or vegetable and this is shared in Phase 1, and in boys' and girls' assemblies. Students participate in exercise routines with music in morning assemblies as part of a physical health and fitness program.
- Attendance is good at 94% and students are punctual to school and lessons.

Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
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- Students across all phases have an adequate appreciation and understanding for Islamic values in the UAE which they demonstrate in assemblies. Students recite the Holy Qur'an, and the school has an Arabic word for the day. In assembly, lower grade students perform the UAE male stick dance. Other students present the importance and meaning of the 7 Emirates in the UAE.
- Students have a basic knowledge of UAE heritage and culture. They participate in a few cultural activities, for example singing the national anthem, and celebrating National Day, Flag Day and Commemoration Day.
- Students show a good understanding and appreciation of their own culture. For example, Phase 2 girls perform a traditional folk Filipino dance in assembly. They have a very basic understanding of other world cultures.



Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"><li>• Students are aware of their responsibilities in the school community but their involvement as volunteers within the local community is irregular and variable. They participate in community events such as Sharjah Expo and White Cane March for walking with people of determination. Students in Phases 3 and 4 participate in sports competitions with other schools.</li><li>• Students enjoy taking part in projects, for example, during the science and mathematics week. In Phase 2, girls participate in a fashion show using recycled materials. Not all show initiative and many are overly reliant on others.</li><li>• Students take care of their immediate surroundings and there is no litter in the classrooms or in the play areas. They are aware of important environmental issues and participate in a few activities that support sustainability and conservation. For example, they are involved in can collection drives for empty plastic water bottles.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• The positive attitudes of students and their respectful behaviour.</li><li>• The positive relationships between students and staff.</li><li>• Students' attendance and punctuality.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• Students' understanding of Islamic values.</li><li>• Students' understanding of world cultures.</li><li>• Students' innovation skills in lessons.</li></ul>				



## PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable

- Most teachers have secure subject knowledge and the majority understand how students learn, particularly in mathematics and science in Phases 3 and 4. Teachers plan purposeful lessons, with clear learning objectives and make adequate use of additional resources, such as technology in science. Time is managed well in English and mathematics in Phases 3 and 4, and lesson planning is fully implemented.
- Teachers use questioning to assess students' understanding but give insufficient time for learners to respond. Teachers' questions and dialogue do not always engage all students in meaningful discussions. When given the opportunities, in the best lessons, students work in highly engaged groups and develop critical thinking skills.
- Teachers do not consistently match the work to students' needs and lessons lack challenge, particularly for the higher-attaining students. Teachers interact positively with almost all students who respond well except for a few who are over-reliant. Provision for students with SEN and the G&T is a developing feature of the school.
- In most lessons, teachers do not sufficiently promote problem solving or innovation skills except in a few lessons in science and mathematics.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable
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- The school's Internal assessment processes are consistent and provide appropriate measures of students' progress. The school appropriately benchmarks students' academic outcomes through PASS and ASSET, and CAT4 cognitive assessments, to identify the different ability groups of students.
- Analysis of the assessment data is superficial, and the data is not always used effectively in lessons to ensure the implementation of planned differentiated learning activities.
- Most teachers have reasonable knowledge of students' achievement and provide them with appropriate support and challenge. Teachers marking is colour-coded based and helpful feedback on students' work is sometimes provided. Self and peer assessment are not regular features of learning.

### Areas of Strength:

- Teachers secure subject knowledge and understanding of how students learn.



- The range of external assessments used to benchmark students' performance.

**Areas for Improvement:**

- The level of challenge for higher-attaining students.
- The analysis of assessment data and its effective use to inform lesson planning.



## PERFORMANCE STANDARD 4: CURRICULUM

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Curriculum design and implementation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>

- The curriculum is adequately broad and balanced and complies with the statutory requirements of both the Philippines and the UAE Ministry of Education (MoE). It has the required number of times for Islamic Education, Arabic and social studies.
- There is adequate planning and implementation of the curriculum to ensure continuity and progression in learning across phases and beyond. Students are adequately prepared for the next phase of education. There is a range of curricular choices in sports and academics along with extra-curricular clubs for the performing arts, public speaking and the environment.
- Cross-curricular links are planned and incorporated in the lesson plans, but the implementation of the plans is inconsistent in English, Arabic and Islamic Education. The school conducts regular reviews and develops the curriculum to ensure adequate provision in most subjects. It is in alignment with the National Agenda requirements.

<b>Curriculum adaptation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
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- The curriculum is modified adequately to meet the learning needs of most groups of students. The school has an SEN coordinator (SENCO) and a special needs teacher to identify the needs of students. A cognitive test CAT4 is used to identify different ability levels and guide the planning of learning activities.
- The curriculum is functional and designed to engage most students. Opportunities to promote enterprise, innovation, creativity and social contribution are limited. Students benefit from an appropriate range of extracurricular activities such as photography club, toast masters club, and the school publication club.
- Appropriate learning experiences are integrated through most aspects of the school. Students develop clear understanding and appreciation of the UAE culture and heritage, and this is evident from the morning assemblies. Appreciation of UAE society and its values are evident in lessons and the celebration of national events such as Flag Day and National Day.

### Areas of Strength:

- The review and development of curriculum to align with the National Agenda.
- The appreciation of UAE culture and society and Emirati values.

### Areas for Improvement:



- Modification of curriculum to meet the needs of lower and higher attaining students.
- The provision for opportunities for the development of innovation, enterprise and creativity.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>

- The school has effective procedures and policies for the safeguarding of students. Students feel safe and are confident to report any concerns to adults. The school policies are communicated clearly to staff, parents and students and are reviewed regularly.
- There are effective arrangements to ensure students' safe arrival and departure by school transport and by parents. Buildings and equipment are well maintained with accurate and secure records relating to incidents and subsequent action. There is limited access for those with disabilities.
- The school systematically promotes healthy eating during assemblies and breaks. Physical fitness facilities are limited. Teachers have incorporated PE as part of their Thursday activities and physical activity is used at the start of most lessons. Teachers monitor food brought into Phase 1 and the medical staff monitor students' physical wellbeing. Any concerns are communicated to parents.

<b>Care and support</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
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- Relationships between staff and students contribute successfully to promoting a positive learning environment. Systems for behaviour management at the school are very effective. The school has effective procedures for promoting and maintaining good behaviour and good attendance.
- The school keeps accurate records of attendance and punctuality. Systems for managing attendance and punctuality, including follow-up of unauthorised absences and lateness and posting of daily attendance, are effective. Parents are notified promptly of any concerns about individual student absences or lack of punctuality.
- The school has appropriate procedures for identifying SEN students. The school's entrance procedures are inclusive of all students. The results of cognitive tests and staff recommendations are part of the process to identify SEN and G&T students.
- Specialist staff provide appropriate support to SEN and G&T students. Support is given individually, and progress is monitored routinely. Academic learning plans are developed to meet the needs of talented students in academic subjects, sports, art, and the performing arts.



- The school regularly monitors the wellbeing of all students. To help support students' transition to their next stage of education, the counsellor meets with each student to help them determine their next steps. Student concerns are usually dealt with efficiently and with confidence.

**Areas of Strength:**

- A caring environment in the school with positive relationships between staff and students.
- Procedures to maintain punctuality and attendance.
- Effective maintenance of school records and arrangements for school transport.

**Areas for Improvement:**

- The building infrastructure to facilitate access for students and adults with physical disabilities.
- Support for SEN and G&T students.





## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

**The quality of leadership and management is acceptable overall.**

### Indicators:

#### The effectiveness of leadership

**Acceptable**

- School leaders have the capacity to move the school forward based on the school's vision and the UAE National priorities. Leaders have a commitment to inclusion, and school management have made provision to identify and support SEN students. They now have specialist staff and are appropriately focused on inclusion.
- The school has a system of distributive leadership with the principal, vice-principal, academic supervisor and 9 subject heads, including a Phase 1 supervisor. The roles of some middle leaders with delegated responsibility are unclear and not held sufficiently accountable for students' performance. Wellbeing practices are secure, and the morale of the school is positive. Leaders have an acceptable capacity to improve the school.

#### Self-evaluation and improvement planning

**Acceptable**

- The school has established a process for self-evaluation, but middle leaders are not sufficiently involved. Leaders have a realistic view of the majority of its key priorities. These, and the recommendations from previous reports, guide the school improvement plan. The plan shows clear accountability and resource allocations, and progress is reviewed at regular intervals. Considerable training for teachers is planned to improve lesson planning and raise students' achievement.

#### Partnerships with parents and the community

**Acceptable**

- The school keeps parents well-informed through regular reporting and communication. This is rated highly by parents. Parents feel welcomed in school and are involved in some aspects of their children's learning and celebrations in school, such as sports day and National Day. Their contributions to the SEF and improvement planning are limited.
- Parents provide occasional links with the local community. The school does not have any international partnerships. Links are mainly with other Filipino schools.

#### Governance

**Acceptable**

- The governing board consists of the owners, educational leaders, teachers, students and members of the parents' council. They are aware of the challenges faced by the school leaders. They provide suitable staffing and health benefits and regularly seek the views of all stakeholders. Governors hold the principal accountable for students' academic and personal development and to gain knowledge about the school. Support in providing access for all and classroom resources is limited.



Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"><li>• Most aspects of the day-to-day management of the school and its routines are adequately organised. Timetabling is efficient, although there is no timetabled library period and resources in the laboratories, classrooms and learning technology are limited. Teachers are suitably qualified, and a strategic range of professional training is offered internally and through SPEA and other external agencies. This is beginning to improve learning outcomes for students.</li></ul>	
<b>Areas of Strength:</b>	
<ul style="list-style-type: none"><li>• The commitment of the principal and senior leaders to the UAE National priorities.</li><li>• School improvement planning with clear goal setting.</li></ul>	
<b>Areas for Improvement:</b>	
<ul style="list-style-type: none"><li>• The processes of self-evaluation.</li><li>• The role of middle leaders and their engagement in improvement planning.</li><li>• Access to the school buildings and learning resources.</li></ul>	



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There are 6 Arabic teachers in the school with the student teacher ratio being 1:148. Teachers have regular professional development training from SPEA together with online training courses on the best teaching strategies.
- There are 306 Arabic fiction books and 199 non-fiction books in the library. The library period is not timetabled, and teachers use it according to their subject's needs.
- Classroom activities include designing dictionary books of new Arabic words to build their vocabulary. Teachers use the available resources such as projectors to display stories and pictures.
- Extra-curricular activities include participation in external competitions like the Arabic reading challenge. Within the school's planned curriculum there is a celebration of Arabic week and a competition on calligraphy to improve students' writing skills. The school has an Arabic club which organises weekly conversations on familiar topics to improve fluency in Arabic.

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

- The proportion of students taking international tests and examinations, at 100%, complies with SPEA requirements. The school registered all students for ASSET (Grades 3 to 9) during 2023 and for PASS across all phases. Students are registered for PISA and TIMSS.
- The school prepares students for examinations and tests by using questions from ASSET, PISA and TIMSS. These are integrated into lesson planning and formative tests to promote critical thinking and problem-solving.
- The results of ASSET are shared with students by advisors and supervisors. They give constructive feedback to students highlighting their strengths and areas for improvement.
- The outcomes of the benchmarking examinations are discussed with the parents during parent/teachers' meetings.

### Provision for KG

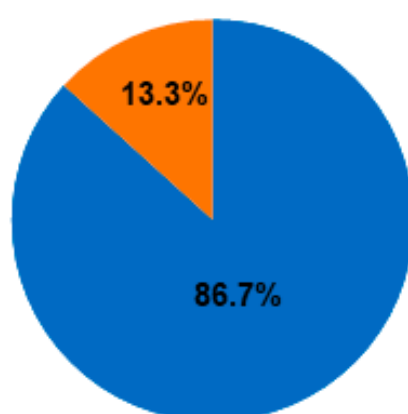
- There are 7 teachers in Phase 1 with an equal number of teaching assistants. The teacher student ratio is 1:25.
- The indoor learning environment is suitable and equipped with appropriate furniture. Children's work is celebrated with displays and information such as sight words and number lines. Learning resources include abacus, counters, manipulative, basic board games and smart boards. There is a small library corner in every class.
- There is no outdoor playground. The outside play area within Phase 1, includes a slide and a few riding toys.
- The transition from Phase 1 to 2 is smooth as children visit the classes and become familiar with the teachers. The school organises transition activities where children and students interact in structured settings. During the initial weeks of Grade 1, teachers implement a gradual transition period where they focus on building relationships, establishing routines and helping children adjust to new academic expectations. Communications with parents are clear and the school conducts meetings with parents on orientation and transition and provides them with the activities planned.



## VIEWS OF PARENTS

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

No. of Responses = 467



■ Strongly Agree / Agree  
■ Strongly Disagree / Disagree

## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise students' achievement in all subjects by:
  - sharing effective teaching practices through modelling successful strategies.
  - having formative and constructive feedback from teachers on how students can improve.
  - aligning approaches to learning by including creativity, investigation, and enquiry.
- Improve the analysis and use of assessment by:
  - providing focused professional development training on assessment for learning to all leaders and teachers.
  - making more effective use of assessment information in planning lessons and the curriculum.
  - embedding a system of assessment that helps teachers to benchmark standards internationally.
- Modification of the curriculum to meet the needs of all students by:
  - ensuring that the teachers and school leaders review the progress of students of different ability levels at regular intervals.
  - matching the curriculum to all students' needs and providing them with adequate preparation for their next steps in learning.



- Develop the roles of middle leaders by:
  - making them accountable for the students' performance in their subjects.
  - involving them in playing a more proactive role in school self-evaluation and improvement planning.
  - ensuring that they rigorously assess the quality of teaching and progress of students.
- Enhance the facilities and resources by:
  - having scope for child-initiated activities and outside play area in Phase 1.
  - improving students' access to learning technologies in all subjects and equipment in the science laboratories.
  - enhancing the quality of reading resources in the library.

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

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

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

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