



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

PACE BRITISH SCHOOL

27 February - 2 March 2023

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	384	
	School location	Muwaileh, Sharjah	
	Establishment date	15/08/2019	
	Language of instruction	English	
	School curriculum	British	
	Accreditation body	Cambridge	
	Examination Board	Cambridge	
	National Agenda Benchmark Tests/ International assessment	IGCSE, CAT4, CEM, GL progress tests	
	Fee range	AED 14,500 to 22,600	
	Staff	Principal	Ms. Emma Henderson
		Chair of Board of Governors	Mr. Salman Ibrahim
Total number of teachers		95	
Total number of teaching assistants		38	
Turnover rate		10%	
Main nationality of teachers		British	
Teacher: student ratio		1:14	
Total number of students		1284	
Number of Emirati students		46	
Phase 1: number and gender		Total 273 Boys 146, Girls 127	
Phase 2: number and gender		Total 705 Boys 376, Girls 329	
Phase 3: number and gender	Total 306 Boys 161, Girls 145		
Phase 4: number and gender	N/A		
	Nationality groups	1. Pakistani 2. Indian	
	Total number of students with special educational needs	135	

PROGRESS JOURNEY

Previous Inspection:	Current Review:
N/A	GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 155 lesson observations, 47 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 matches the previous Improvement Review visit in 2022 which was good overall in Performance Standards 3 and 6. The school has focussed on strategic planning involving all stakeholders which has been adopted with success. Leadership at most levels is effective and collaborative. Stakeholders have collectively worked on the same priorities. The school improvement plan has resulted in improvements in most subjects in the school including English, mathematics and other subjects. Students' relationships and attitudes with staff towards their learning are good. The school has very good procedures in place for the safeguarding, care and protection of students. The identification and support for students with special educational needs (SEN) is thorough. The school facilities are well-maintained and most of the learning environments support students' learning.

KEY AREAS OF STRENGTH:

- Students' progress in most subjects.
- Students' positive relationships and attitudes to learning.
- Arrangements for safeguarding, care, guidance and support.
- Identification and support for students with special educational needs.

KEY AREAS FOR IMPROVEMENT:

- Raise attainment to the next level in the Arabic medium subjects and in science in Phases 1 and 2.
- Further improve the quality of teaching by providing well focussed challenge and support to meet the needs of all groups of students including gifted and talented (G&T).
- Improve students' innovation, enterprise and entrepreneurial skills particularly in Phase 2.
- Develop assessment so that it provides high quality feedback and follow up to help students understand how to improve.
- Actively promote Islamic values and UAE culture across the school.
- Leaders at all levels to take responsibility for raising school performance to the next level.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Good.

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable overall. In lessons and in their work, most students make expected progress. This does not match the school's internal assessment data which shows all students make very good progress across the school.• The school's internal assessment data shows that attainment is very good in Phases 2 and 3. This does not match with what is seen in lessons and in students' work, which shows most students attain in line with curriculum standards. There is no external assessment data available.• Most students in Phases 2 and 3 make acceptable progress. In Phase 2 students relate Islamic concepts and values to real life situations. They memorise a range of Holy Qur'an verses, the Noble Hadeeth, and supplications. In Phase 3 students' knowledge and understanding of the six pillars of faith, and the rulings for performing acts of worship are secure. They develop basic knowledge of Islamic history particularly, the migration to Abyssinia and Madinah. They can discuss the Prophet's (PBUH) methodology in sustaining social and economic stability. However, a few students are less confident with their understanding of the guidance from Holy Qur'anic stories. Students in Phases 2 and 3 do not always observe the rules for Holy Qur'anic recitation.• Most groups of students make expected progress overall. However, some high-attaining students and lower-attaining students do not always make the expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge of Islamic history in Phases 2 and 3.• Students' understanding of the Islamic acts of worship in Phase 2.	<ul style="list-style-type: none">• Students' use of the rules of Holy Qur'anic recitation in Phases 2 and 3.• Students' ability to understand the Holy Qur'anic stories in Phase 3.



Arabic first and second language

- Students' achievement in Arabic first language (AFL) and Arabic second language (ASL) is acceptable overall. The school's internal assessment data for AFL shows that students make very good progress. This does not match with what is seen in lessons and students' work, where most students make expected progress. The school's internal assessment data for ASL shows that progress is acceptable. This does match with what is seen in lessons and in their work which shows most students make the expected progress.
- The school's internal assessment data shows that attainment for AFL is very good overall. For ASL, school data indicates weak attainment in Phase 2 and acceptable attainment in Phase 3. In lessons overall, most students attain in line with curriculum standards. There is no external assessment data available.
- In Phase 1 AFL, students develop basic literacy skills of letter-sound recognition and reading sight words. They use short sentences and phrases to answer oral questions. They can trace and copy words. However, they make mistakes in dictation writing. In Phases 2 and 3, students gain secure skills in comprehension. They can read and answer text-based questions, and can re-tell stories, using correct structure and vocabulary conventions. However, connecting paragraphs is inaccurate. In Phases 2 and 3, ASL students make acceptable progress learning how to read aloud. However, they make errors in pronunciation. Students use progressively more words and short phrases to communicate their thoughts. In both AFL and ASL, students are less competent with their writing skills, and they sometimes find it difficult to speak fluently with correct pronunciation.
- Most groups of students make expected progress overall. However, some high-attaining students and lower-attaining students do not always make the expected progress.

Areas of Strength

- Students' listening skills in AFL and ASL in Phases 2 and 3.
- Students reading comprehension skills in AFL in Phase 3.

Areas for Improvement

- Students' writing skills in Phases 2 and 3 AFL and ASL.
- Students' fluency and pronunciation Phases 2 and 3.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall. The school's internal assessment data shows that students make good progress in Phases 2 and 3. This does not match with what is seen in lessons and students' work, where most students make expected progress in both phases.• The school's internal assessment data shows that attainment is good in Phases 2 and 3. This does not match with what is seen in lessons and in students' work, where most students attain in line with curriculum standards. There is no external assessment data available.• Most students in Phases 2 and 3 make acceptable progress. In Phase 2, students are able to identify and explain the components of the UAE's national identity. They can identify a range of national emblems, values, and traditional habits with accuracy. They can discuss current environmental issues like sustainability, climate change, and population growth. However, their knowledge of other world cultures and natural resources is less secure. In Phase 3, students can define a range of subject-related concepts like renewable energy, and digital prosperity. Their knowledge and understanding of the history of civilisations, including the ancient Egyptians is accurate. However, students in both phases inconsistently use map skills to enhance their learning of geographical locations.• Most groups of students make expected progress overall. However, some high-attaining students and lower-achieving students do not always make the expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge of the national identity in Phase 2.• Students' understanding of the historical civilisations in Phase 3.	<ul style="list-style-type: none">• Students' knowledge of other world cultures in Phase 2.• Students' map skills in Phases 2 and 3.



English	<ul style="list-style-type: none">• Students' achievement in English is good overall. The majority of students make better than expected progress in lessons and in their recent work.• The school's internal assessment data indicates that attainment is good overall. Attainment observed in lessons and in students' work suggests it is good across the school. There is no external assessment data available.• The majority of students make good progress. In Phase 1, children can recognise the sounds of the alphabet and can use letters in developing their writing skills. Children can use phonics and can break down the sounds in words without assistance. Children can pronounce words accurately and can read simple sentences. However, they have a limited vocabulary. In Phases 2 and 3, students are able to express and elaborate and can justify their own ideas. They can respond to others using increasingly complex vocabulary. Students can make and check predictions when reading or listening to complex and extended texts. In Phase 3, students are able to use their listening skills to find the main idea and details from audio and written text before producing an extended and complex paragraph. They can skim and scan texts and can gather the main ideas of extended passages. However, students are not able to write for extended periods in Phases 2 and 3.• The majority of groups of students make expected progress overall. However, some high-attaining students and low-attaining students do not always make the expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' speaking skills across the school.• Students' ability to read fluently and with understanding across the school.	<ul style="list-style-type: none">• Broadening vocabulary in Phase 1• Extended writing skills in Phases 2 and 3.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is good overall. In lessons and in their work, the majority of students make good progress across the school. This does match with the school's internal assessment data which shows attainment as good overall.• The school's internal assessment data shows attainment is good across all phases. This is in line with lessons observed and students' work where attainment is good in all phases. There is no external assessment data available.• The majority of students make good progress. In Phase 1, children can understand number and quantity. They can count single digit numbers and can add single digit numbers together using a range of devices. They can confidently compare and measure objects and use reasoning. They can identify which objects are shorter, longer and equal. However, they cannot relate this to the real world. In Phase 2, most students can solve equations using the correct order of operations involving the BODMAS rule. They can apply this rule correctly when doing code breaking. In Phase 3, students can generate algebraic equations using vectors in a parallelogram and a hexagon. However, they cannot understand the mathematical rule when vectors are moving in the opposite direction and become a negative value.• The majority of groups of students make expected progress overall. However, some high-attaining students and lower-attaining students do not always make the expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Comparing and measuring in Phase 1.• Ordering of operations in Phase 2.	<ul style="list-style-type: none">• Linking mathematical operations to the world in Phase 1.• Vector direction in parallelograms and hexagons in Phase 3.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. Most students make acceptable progress in Phases 1 and 2, and good progress in Phase 3. This is not fully aligned to the school's internal assessment data, where progress in Phase 1 is acceptable and in Phases 2 and 3, progress is good.• Internal assessment data shows attainment is weak in Phase 2 and good in Phase 3. This is not fully aligned to what is seen in lessons and students' work, where most students' attainment is in line with curriculum expectations in Phases 1 and 2 and the majority attain above the expectations in Phase 3. There is no external assessment data available.• Most students in Phases 1 and 2 make acceptable progress. In Phase 1, children can identify the various stages of the life cycle of a bean plant. However, they cannot place the stages in the correct order. In Phase 2, students can understand an electric circuit and can relate this to variations in voltage. They know the effect of the wire and the transformation of energy leading to the completion of the circuit and lighting of the bulb. However, students are unclear about voltage fluctuation and the fuse of bulb wire. Students can verify scientific assumptions and can make secure predictions. In Phase 3, students gain secure understanding of the circulatory system. They can name the parts of an animal's heart and the various important vessels that carry oxygenated and deoxygenated blood. However, across the phases, students do not sufficiently develop their practical investigation skills to carry out experiments independently and use enquiry-based thinking.• Most groups of students make expected progress overall. However, some high-attaining students and low attaining students do not always make the expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Application of scientific knowledge in Phases 1 and 2.• Understanding of biological systems in Phase 3.	<ul style="list-style-type: none">• Laboratory skills across the school.• Scientific thinking in investigations across all phases.



Other subjects	<ul style="list-style-type: none">Students' achievement in other subjects is good overall. In lessons, the majority of students make good progress. This does not fully match with the school's internal assessment data for the range of other subjects delivered at the school.There is no external assessment data for other subjects. In lessons and in their recent work, students' attainment was seen to be broadly good across the range of other subjects.The majority of students make better than the expected progress across the school. Students participate in Physical Education. They know the skills involved in ball passes and sprint movements. They can participate in competitive drill exercises, but do not know sufficiently about teamwork. In Phases 2 and 3, students in Information Computer Technology can use computers with confidence and know about solid state storage devices. In Phases 1 and 2, Art students can use paint and colours creatively. They know about perspective drawing. For example, they can replicate a chameleon using their own designs and shading techniques. In Year 9, students in Drama can act out scenes of conflict using facial expressions. However, they cannot maintain body language for a long period of time. In Year 11, students in Business Studies know the ways a business can be sustainable and the impact on future generations. In Geography, they know about meeting the needs of populations without breaking carbon emission levels. However, they do not know the effects of global market changes.The majority of groups of students make expected progress overall. However, some high-attaining students and lower-attaining students do not always make the expected progress.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">Students' use of paints and colours in Phases 1 and 2.Students' participation in competitive drill exercises in PE across the school.	<ul style="list-style-type: none">Knowledge of the effects of global market changes in Phase 3.Maintaining body language in Drama in Phase 3.



Learning Skills	<ul style="list-style-type: none"> Learning skills are good in all phases. Students are motivated and eager to participate in their learning. Students are actively involved in their own learning. They take responsibility for their learning based on their knowledge of their strengths and areas for improvement. Students consolidate previous knowledge and strengthen their learning through interactions, collaboration, and discussions. They can articulate and communicate with accuracy. Students can make clear connections between their learning linked to their understanding of the world. However, this is not secure in all subject areas. Students' use of technology to support learning is not evident. In Phase 2, students work collaboratively when solving calculations using order of operations. In Phase 3, science students know about experiential learning and can identify processes without prompts. However, all most phases, the integration of activities to develop appropriate skills of innovation, critical thinking and problem solving are less well developed. 	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none"> Students' participation in their learning in all phases. Students' interactions and collaborations in all phases. 	<ul style="list-style-type: none"> Use of technology to extend learning in all phases. Innovation, critical thinking and problem-solving skills across the school.

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Good	Good	Good	N/A

- Overall, students' personal and social development and their innovation skills is acceptable.
- Students demonstrate positive and responsible attitudes to their learning. They come to school eager and ready to learn. They act promptly and in a positive manner on feedback received.
- Students are aware of the school's code of conduct and comply with the routines across the school. They show good behaviour around the school. They interact well with their peers in an inclusive way. They are responsible and self-disciplined. However, in some Phase 2 lessons, students find it difficult to maintain motivation throughout the lesson. Bullying is very rare.



<ul style="list-style-type: none"> The school has a programme for promoting healthy lifestyles. Students are aware of what their lunch boxes should contain in terms of five a day items. Some students are not considerate of healthy eating. Attendance is good at 94%. However, a minority of students consistently arrive late to school. 				
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	N/A
<ul style="list-style-type: none"> Students demonstrate an adequate level of understanding of Islamic values. They perform prayers at the designated times. However, they do not take the lead in assemblies. Students have a basic knowledge of the heritage and culture of the UAE. They participate in competitions, including the Holy Qur'an reading and memorising of the Holy Qur'an. They celebrate a number of Islamic occasions such as the Prophet's (PBUH) birthday, Isra and Mi'raj. Overall, there is scope for improving students' understanding of the country in which they live. Students show basic knowledge of the heritage of other cultures that feature in the UAE. 				
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	N/A
<ul style="list-style-type: none"> Students have adequate awareness of the importance of their roles in supporting the community. The school council supports the development of environmental awareness posters. Students act as sports day marshals. Students enjoy working and taking part in creative projects. However, they do not take the lead and are happy to be reliant on their teachers. Students' innovation, enterprise and entrepreneurship skills are underdeveloped, partly due to a lack of opportunity to develop these skills inside and outside lessons. Students participate in a limited number of events and activities to promote sustainability and conservation in the local community. The student council has devised a programme for the care of the environment, including a garden project. This is at the initial stages of development. As yet, students do not take the lead in terms of keeping the school environment clean and litter free. 				
Areas of Strength:				
<ul style="list-style-type: none"> Staff and student relationships in learning. Students' positive behaviours. 				
Areas for Improvement:				
<ul style="list-style-type: none"> Students' understanding and appreciation of the UAE heritage, and culture. Students' involvement in sustainability, innovation and enterprise projects. 				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	Phase 1	Phase 2	Phase3	Phase 4
Teaching for effective learning	Good	Good	Good	N/A
<ul style="list-style-type: none">The overall quality of teaching and assessment is good.Most teachers consistently apply their subject knowledge and adapt approaches to engage students in their learning. However, in the Arabic medium subjects and in science in Phases 1 and 2, this application is less successful. Teachers have sufficient and secure subject knowledge and share this at a suitable level with students. In the Arabic medium subjects, there are insufficient extended writing opportunities made available to students. In science in Phases 1 and 2, there are few opportunities for developing experimental skills.Teachers plan purposeful lessons, using a range of resources and ensure learning is interesting. Questioning is used effectively in Phase 3, where students are able to extend their knowledge successfully. However, in the Arabic medium subjects and science in Phases 1 and 2, plenaries are ineffective and do not challenge students to consider and reflect upon their learning.Where teaching is better, teachers are mindful of students' needs and use strategies that effectively meet the needs of all groups. For example, in Phase 1, teachers provide effective routines which build on prior learning and provide appropriate challenge. Across the school, the needs of low and high attaining students are not always met.Teachers systematically develop students' independent learning skills through homework, projects and research activities. However, students' innovation and critical thinking skills are developing.				
Assessment	Good	Good	Good	N/A
<ul style="list-style-type: none">The school's internal assessment processes are coherent and provide a suitable measure of students' progress. The school uses CAT4 for national and international benchmarking for their baseline tests and internal diagnostic assessments.The assessment information is analysed well, and trends and patterns are identified to track the individual progress of students. It is used in curriculum and lesson planning.Assessment data is used in modifying the curriculum to accommodate the needs of groups of students. However, the low and high attaining students' needs are not always catered for.The school has a marking policy and work is returned promptly with helpful examples of written feedback. Teachers involve students in self and peer assessments. However, this is a developing feature across the school.				
Areas of Strength:				
<ul style="list-style-type: none">Subject knowledge of teachers in Phase 3.Teachers' promotion of students' engagement.				



Areas for Improvement:

- Teaching that develops critical thinking and innovation skills.
- Teaching strategies to meet the needs of all students in, especially those in Phase 2.

**PERFORMANCE STANDARD 4:
CURRICULUM**

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Good	Good	N/A
<ul style="list-style-type: none">• The overall quality of the curriculum is good.• The curriculum is broad and balanced and has a sound rationale based on the EYFS and Cambridge Curriculum for core subjects and the Ministry of Education curriculum for Arabic-medium subjects. All statutory requirements are met. Implementation is adequate throughout the phases but does not always develop students' skills consistently in the Arabic medium subjects.• Curriculum planning ensures that there is adequate progression and continuity. In phase 3, students can follow a pathway in science or humanities. This builds on prior learning and meets students' interests. The Phase 3 curriculum offer is linked to the aspirations of students and their skillsets for further study.• There is a wide range of subjects offered, including Business Studies, Environmental Management Accounts, Geography, History and Information Computer Technology.• Cross-curricular links are planned and are increasingly being integrated to feature in the curriculum. This helps students link areas of learning and relate their studies to the wider world. Regular curriculum reviews based on the progress tracker, identify development priorities.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	N/A
<ul style="list-style-type: none">• The school makes modifications to the curriculum to meet the needs of students based on the progress tracker. This results in action plans that are regularly reviewed and shared with parents. The needs of students with special educational needs are met. Adaptations and modifications to the taught curriculum are beginning to support students' innovation, enterprise and independent learning skills. However, this is only a developing feature.• There are a broad range of extracurricular activities. Students are able to develop their talents in Sport and Creative Design. There are opportunities for innovation through the coding club.• Appropriate learning experiences are provided to develop students' understanding of the UAE's culture and society, including celebrations, trips and visits and special focus days. These are not fully integrated into the curriculum.				



Areas of Strength:

- Curriculum development and planning.
- The school's use of 'Progress Tracker' which identifies development areas.

Areas for Improvement:

- The promotion of students' knowledge of Emirati heritage and culture.
- Curriculum support for students' innovation, enterprise and independent learning skills.

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	N/A
<ul style="list-style-type: none">• The protection, care, guidance and support of students is very good overall. The care and support students receive is good.• Staff, students and parents are fully aware of the safeguarding policies and procedures, including child protection. Students feel safe and are confident to report any concerns to members of staff. There are effective and rigorous arrangements to protect students from abuse from bullying and cyber-bullying. Staff receive frequent training on safety procedures.• The school conducts thorough and frequent safety checks. The daily maintenance logs are used well to ensure the school is safe, clean and secure. Supervision of students is highly effective at all times. Records of incidents affecting students' health, safety or wellbeing and subsequent actions are secure and comprehensive. The learning environment, facilities and premises are well suited to meet the learning needs of all students with access available to all areas of the school.• The promotion of healthy living is effective in almost all aspects of school life. Activities include breathing breaks and extended break times in the school day. There are also workshops on healthy food choices, weight monitoring and the promotion of sports and exercise. The school is aware of monitoring those students who are obese.				
Care and support	Good	Good	Good	N/A
<ul style="list-style-type: none">• Relationships between staff and students are good. Behaviour management is good. The school is successful in promoting good attendance good. The school has adequate procedures for promoting punctuality but there is scope to improve these.				



- The school has efficient systems to identify students with special education needs (SEN) and provides individual education plans (IEPs). Identification routines and support processes are less successful for G&T students.
- The personal development support for students is effective. There are efficient monitoring processes for the academic and personal development of students. Students have access to individual advice, counselling and guidance services.

Areas of Strength:

- The school's safe learning environments.
- The support for the personal development of students.

Areas for Improvement:

- The promotion of punctuality throughout the phases.
- Targeted support for the G&T.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

The effectiveness of leadership

Good

Self-evaluation and improvement planning

Good

Partnerships with parents and the community

Acceptable

Governance

Good

Management, staffing, facilities and resources

Acceptable

- The overall quality of leadership and management is good.
- The school's clear vision of providing an affordable education which supports students' successful learning is shared with all stakeholders. Leaders understand the UAE national and Emirati priorities and are beginning to embrace these more consistently in aspects of the school, particularly through celebrating key days in the UAE.
- School leaders who have been newly appointed, demonstrate a secure knowledge of the British curriculum and best practices in teaching and learning. However, they are still developing their understanding of the importance of the Arabic medium subjects. Leaders are committed to



creating an inclusive and positive learning environment that promotes good quality learning and personal development. They understand the need to develop students' creativity and innovation skills.

- Relationships between leaders and staff, and communications are professional and effective at all levels. The school operates an open-door policy for key stakeholders. The delegation of leadership and responsibilities throughout the school is beginning to empower all staff and is now becoming effective. All staff have clear accountabilities for high quality outcomes. School leaders understand how to raise standards and impact is seen throughout the school. The school is fully compliant with statutory and regulatory requirements.
- Self-evaluation and improvement planning, including the analysis of internal and external data, is emerging. The importance of data is communicated at all levels. The school knows its strengths and weaknesses and has identified and worked on the priorities from the last Interim review.
- Leaders undertake regular lesson observations. They are focused on the impact of teaching on students' learning and provide clear improvement goals that form the basis of personalised professional development for teachers. However, the school knows that there is still work to be done to improve teachers' promotion of innovation, creativity, enterprise and entrepreneurship in lessons.
- The school improvement plan (SIP) addresses all the areas from the previous review. There has been improvement in almost all the improvement areas, leaders demonstrate capacity to improve.
- Parents are positive about the care the school provides their children. They know their child is safe and happy. The parent council regularly supports the school in its activities. They welcome the open-door policy of leaders and have several ways of communicating with the school. The school ensures regular contact with parents of children with special educational needs and engages them in meeting their child's educational and emotional needs. Parents are provided with termly reports and regular updates which inform them of their children's progress. However, information to help them to support their children at home is underdeveloped.
- All stakeholders are represented on the governing body, and they meet regularly to review all aspects of the work of the school. Governors have knowledge about the school's attainment data and the performance of students in lessons. However, they do not interrogate the outcomes of judgements made on lesson observations. Governors review progress against the SIP priorities and support the school in providing appropriate staffing and resources. Governors are working alongside school leaders on development planning for the new IGCSE curriculum.
- The school is well organised on a daily basis. Staff are well qualified and have regular professional development matched to the school's SIP priorities and their personal goals identified in lesson observations. They are beginning to take the lead in their own learning and development.
- Foundation Stage facilities are inspiring and build on children's creative learning. The science laboratories provide students with a modern approach to learning the sciences. However, the STEM facilities are not fully operational to promote innovation. The limited library and reading facilities are not yet successfully promoting the importance of reading in Arabic and English. There are limited heritage sites in key learning areas around the school which promote the importance of UAE heritage and culture. The embedding of digital technology is yet to be secured throughout the school. Overall, the facilities and resources to support students' learning are appropriate.



Areas of Strength:

- The qualifications and experience of teachers.
- Governance support for school improvement initiatives.

Areas for Improvement:

- The involvement of parents in supporting their children's learning.
- Learning environments that extend learning, particularly about the UAE and innovation skills.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The staffing provision in Arabic first language is 1:10 and in Arabic second language is 1:26.
- The library provision is in the process of being developed. There are very few Arabic reading books.
- Reading provision in classrooms includes the use of chrome books for extended learning in Arabic.
- Extra-curricular activities include a fluency reading competition focussed on Phase 2 students and a writing competition focussed on Phase 3 students. There is a short story writing competition for both Phase 2 and 3 students. There is dedicated timetabled sessions for Holy Qur'an memorising for the whole school. The school takes part in the SPEA writing competition.

The school's use of external benchmarking data

- The proportion of students taking the international tests and examinations is as follows:
 - TIMMS is planned for examinations for April 2023. It will be taken by 87 Grade 4 students and 51 Grade 8 students.
 - PISA examinations were taken in 2022 by approximately 10 Year 7 students and approximately 9 Year 2 students.
 - PIRLS examinations were taken in November 2021 and approximately 43 Year 6 students participated.
 - This year, approximately 33 students will be taking the IGCSE Cambridge examinations.
- Staff have received SPEA training prior to the school participating in TIMMS, PIRLS & PISA. All staff have completed online training for the IGCSE examinations. Staff are recruited mainly from the UK or Ireland and have had previous experience with IGCSE examination processes.
- Communication of international test results with students has only been applicable to PISA & PIRLS results from 2021/22. These have not been released.
- Communication of international test results with parents has not been a process that the school has been involved in yet.

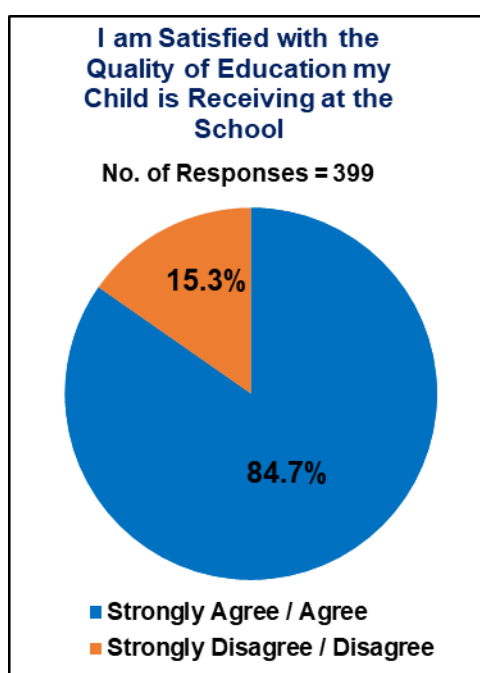
Provision for KG

- The provision in the Foundation Stage 2 is eight classes of 25 pupils. There is a teacher-student ratio of 1:13. In Year 1, there are seven classes of approximately 23 pupils. This is a 1:12 ratio.



- The indoor environment and learning resources in Foundation Stage 2 are matched to the seven areas of learning in the EYFS curriculum. This includes role play areas and writing stations. In Year 1, all classrooms allow for a combination of adult and child-led learning. This is complemented by a continuous provision of classroom specific activities.
- The outdoor environment and learning resources include trikes, sand pit, mud kitchen, water wall and areas for exploration.
- Arrangements for induction of children and for their transition consist of parent workshops, transition days and staggered starts to allow children to have a smooth transition throughout their schooling journey. Pastoral interventions are implemented where necessary to support children. These allow children to adapt to their new learning environment with security and reassurance. Parents are involved in all stages of the process.

VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve attainment in the Arabic medium subjects and in science in Phases 1 and 2, by:
 - Improving students' recitation skills and understanding of Holy Qur'anic stories.
 - Developing students' writing skills and confidence to speak fluently.
 - Supporting students' wider knowledge of the world, their skills to use maps and their knowledge of the UAE.



- Developing students' practical and laboratory skills in science.
- Further improve the quality of teaching and learning through developing students' innovation, enterprise and entrepreneurial skills, particularly in Phase 2, by:
 - Planning lessons that develop skills of creativity and innovation in students' work.
 - Planning lessons to incorporate regular extended writing across all phases.
 - Creating opportunities to link learning to the world of work.
- Provide students with assessment feedback that is well focussed, challenging and supportive, by:
 - Developing subject leaders and teacher knowledge of best practices in the provision of assessment feedback and ensuring that teachers regularly give feedback to students.
 - Providing quality feedback, both written and oral, that extends knowledge and understanding, particularly in phase 2.
 - Making better use of questioning strategies that challenge students to think deeply and provide extended answers.
- Actively promote Islamic values and UAE culture across the school, by:
 - Planning a wider schedule of events which promote Emirati culture and explain the importance of Islamic values in UAE society.
 - Involving students in leading assemblies and cultural events.
 - Setting up more displays in each classroom and in key areas around the school.
- Ensure leaders at all levels take more responsibility for raising school performance, by:
 - Developing leaders' understanding of best practices, for example those found in other schools.
 - Providing external training to leaders to develop their knowledge of how to ensure teaching meets the needs of all groups of students.
 - Building confidence in all leaders to make accurate observational judgements when they are monitoring and observing teaching in classrooms.

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.