ITQAN Programme

SHARJAH PRIVATE EDUCATION AUTHORITY
هيئة الشارقة للتعليم الخاص

School Performance Review (SPR)|Report

Rosary School
4 – 7 March 2024

Overall Effectiveness: GOOD

ITQAN إتقان

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Performance Review of Rosary School
4 - 7 March 2024

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

Performance Standard 1: Students' achievement, comprising:

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

Performance Standard 2: Students' personal and social development, and their innovation skills, comprising:
- PI 2.1 Personal development
- PI 2.2 Understanding of Islamic values and awareness of Emirati and world cultures
- PI 2.3 Social responsibility and innovation skills

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:
- PI 4.1 Curriculum design and implementation
- PI 4.2 Curriculum adaptation

Performance Standard 5: The protection, care, guidance and support of students, comprising:
- PI 5.1 Health and safety, including arrangements for child protection/safeguarding
- PI 5.2 Care and support

Performance Standard 6. Leadership and management, comprising:

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

Judgements

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

Outstanding	The quality of performance substantially exceeds the expectations of the UAE
Very good	The quality of performance exceeds the expectations of the UAE

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

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

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

SCHOOL INFORMATION

School		
	School ID	140
	School location	Halwan, Sharjah
	Establishment date	1976
	Language of instruction	English
	School curriculum	UK national Curriculum
	Accreditation body	Cambridge
	Examination Board	Cambridge Assessment International Education (CAIE)
	National Agenda Benchmark Tests/ International assessment	CAT4, GL, Cambridge Checkpoint, IBT, TALA and Mubakkir
	Fee range	10,000 -12,000 AED
Staff	Principal	Sawsan Raphael Bader
	Chair of Board of Governors	Dr. Raed Abdalla
	Total number of teachers	103
	Total number of teaching assistants	24
	Turnover rate	3%
	Main nationality of teachers	Indian
	Teacher: student ratio	1:17
Students	Total number of students	1,717
	Total number of students per phase	Phase 1: 238 Phase 2: 1,282 Phase:3: 197 Phase:4: N/A
	Number of Emirati students	92
	Number of Emirati students per phase	Phase 1: 14 Phase 2: 67 Phase 3: 11 Phase 4: N/A
	Phase1: number and gender	Boys: 104 Girls: 134
	Phase 2: number and gender	Boys: 644 Girls:638
	Phase 3: number and gender	Boys: 98 Girls:99
	Phase 4: number and gender	N/A
	Nationality groups	1. Egyptian
		2. Syrian
	Total number of students with special educational needs	13

PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	**GOOD**

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 182 lesson observations, 80 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is an improvement since the previous review visit. The school has made changes in senior and middle leadership, and as a result, it can concentrate on strategic planning using a whole school approach. Both the governing body and parents support the school through strong collaboration. All stakeholders remain focused on the key priorities. The school's improvement plan has led to timely improvements in all subjects across all phases. Students' performance in external examinations is beginning to show improvement but more work remains. Students' attitudes to learning remain very positive. The school has very good procedures in place for the safeguarding and protection of all students. The school's learning environments and facilities are very well maintained and support students' learning well.

KEY AREAS OF STRENGTH:
- Students' progress in all subjects across all phases.
- Students' understanding of and respect for Islamic values and Emirati culture.
- The school's analysis of assessment data to monitor students' progress.
- The school's comprehensive support for gifted and talented (G&T) and special educational needs (SEN) students.
- The school's strong governance and successful parental involvement.

KEY AREAS FOR IMPROVEMENT:
- Students' achievement in national and international benchmarking examinations in all subjects and all phases.
- The quality of teaching in all subjects and all phases.
- More opportunities for students to develop their skills in enterprise, innovation and independent research in all subjects and all phases.

MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

	Students' achievement is good overall.				
Indicators:		**Phase 1**	**Phase 2**	**Phase 3**	**Phase 4**
Islamic Education	**Attainment**	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
Arabic (as a First Language)	**Attainment**	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
Arabic (as an additional Language)	**Attainment**	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
Social Studies	**Attainment**	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	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**	Good	Good	Good	N/A
	Progress	Good	Good	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	• Students' achievement in Islamic Education is good overall. The school's internal data shows that students make outstanding progress in Phases 2 and 3. This does not match with what is seen in lessons and students' work where the majority make better than expected progress in Phases 2 and 3. • The school's internal data shows that attainment is outstanding in Phases 2 and 3. This does not match with what is seen in lessons and in students' work, which shows the majority of students in Phases 2 and 3 attain above curriculum standards. There is no external data for Islamic education. • The majority of students make better than expected progress. In Phase 2 students have a deep knowledge and understanding of Islamic manners and values. They know the concept of mercy and its impact on real life situations. Students have a clear understanding of the main vocabulary used and the meaning of the Holy Qur'an verses and Noble Hadeeth. In Phase 2, students' ability to infer rulings and guidance from verses in the Holy Qur'an and the Noble Hadeeth is less well developed. Students in Phase 3 can analyse in-depth the significance of the Battles of Badr in Islamic history. They can infer the reason for the believers' victory in the verses. Students' recitation skills following Tajweed rules are less well developed. • Overall, the majority of groups of students make better than expected progress and girls make better progress than boys.

Areas of Strength	Areas for Improvement
• Students' knowledge of Islamic manners and values in Phase 2. • Students' in-depth analysis of the Battles of Badr in Islamic history in Phase 3.	• Students' ability to infer rulings and guidance from verses in the Holy Qur'an in Phase 2. • Students' recitation skills following Tajweed rules in Phase 3.

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<tr>
<td rowspan="2">Arabic first and Arabic second language</td>
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Students' achievement in Arabic first language (AFL) and Arabic second language (ASL) is good overall. The school's internal data shows that students in both AFL ASL make outstanding progress in Phases 2 and 3. This does not match with what is seen in lessons and in students' work where the majority of students make better than expected progress in Phases 2 and 3.
The school's internal data shows that attainment is outstanding in Phases 2 and 3. This does not match the AFL TALA and Mubakkir examination results which indicate good attainment in Phases 2 and 3. IBT examination results for ASL indicate outstanding attainment in Phases 2 and 3. In lessons and students' work, the majority of students attain above curriculum standards.
The majority of students make good progress overall in AFL and ASL. In AFL, students in Phase 2 learn to read age-appropriate texts, analysing the main ideas. They gain a clear understanding of grammar rules, and they can extract the grammatical rules within the text. They know about verbal and nominal sentences. Students in Phase 3 develop clear speaking skills. They speak confidently about their dreams for the future using standard Arabic. Their writing skills are less developed in Phases 2 and 3. In ASL the majority of students in Phase 2 can read short sentences. They can infer the singular and plural in texts. Students acquire a range of vocabulary and use it in simple sentences. They are less confident to form more complex sentences. In Phase 3, students make strong progress in speaking. They understand new words. Their writing skills are less well developed.
Overall, the majority of groups of students make better than expected progress.

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<tr>
<td>Areas of Strength

Students' understanding of grammar in Phase 2 in AFL.
Students' ability to speak confidently in AFL and ASL in both phases.

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<td>Areas for Improvement

Students' writing skills in both AFL and ASL in both phases.
Students' ability to use words to form complex sentences in ASL in both phases.

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Social Studies	- Students' achievement in social studies is good overall. The school's internal data shows that students make outstanding progress in Phases 2 and 3. This does not match with what is seen in lessons and in students' work where the majority of students make better than expected progress in Phases 2 and 3. - The school's internal data shows that attainment is outstanding in Phases 2 and 3. This does not match with what is seen in lessons and in students' work which shows the majority of students attain above curriculum standards in Phases 2 and 3. There is no external data for social studies. - The majority of students make better than expected progress overall. In Phase 2, students develop knowledge of H.H. Sheikh Zayed bin Sultan Al Nahyan's (RIP) achievements in the UAE. Students have a clear understanding of the importance of natural reserves. They know how pollution is destructive to the environment. Students' understanding of energy and traffic concepts is well understood. Their knowledge of the negative effects of traffic and congestion on individuals and society is less well understood. In Phase 3 students understand the concept of types of heritage in the UAE. Both phases have a clear appreciation of UAE leaders' role in preserving UAE heritage. Students' ability to compare and contrast the heritage of UAE to other countries' heritage is less well understood. - Overall, the majority of groups of students make better than expected progress.

Areas of Strength	Areas for Improvement
- Students' knowledge of H.H. Sheikh Zayed bin Sultan Al Nahyan's (RIP) achievements in Phase 2. - Students' understanding of heritage in the UAE in Phase 3.	- Students' knowledge of the negative impact of traffic congestion on individuals and society in Phase 2. - Students' ability to compare UAE heritage with other countries in Phase 3.

English	- Students' achievement in English is good overall. The school's internal data shows that students make good progress. This matches with what is seen in lessons and students' work. A majority of students make better than expected progress. - The school's internal data for attainment is outstanding for all phases. This does not match with what is seen in lessons and students' work, which shows that the majority of students attain above curriculum standards. External Cambridge Checkpoint data shows attainment is acceptable in Year 6. Students' performance in GL assessments is acceptable in Phase 2 and weak in Phase 3. There is no external data for Phase 1. - The majority of students across all phases make better than expected progress. In Phase 1, children learn to recognise and sound out letters, blending them correctly to read and write simple words. They express ideas in short sentences with a minority now using connectives such as 'and' and 'because.' They can use new words and phrases to describe or share experiences. In Phase 2, students develop their speaking and listening skills. They have confidence when presenting in role play situations. Students can articulate personal responses to reading texts such as 'You can be Anything' and are ready to be challenged in developing their reading responses to explore stylistic or linguistic features of texts. By Year 6 students can write simple descriptions and information texts. Students' paragraphing and punctuation are not always accurate. Students in Year 7 can understand in-depth the creativity in 'Tell-tale Heart' texts. They use their oracy skills to express opinions confidently about school uniform policies. They can organise ideas to counterbalance arguments successfully. They are ready to develop and apply their vocabulary. - Overall, most groups of students make better than expected progress.

Areas of Strength	Areas for Improvement
- Children's ability to sound out letters and words in Phase 1. - Students' speaking and listening skills in Phases 2 and 3.	- Students' analysis of stylistic and linguistic features in Phase 2. - Students' performance in external assessments in Phase 3.

Mathematics	
	• Students' achievement in mathematics is good overall. In lessons and in students' work, the majority of students across all phases attain levels that are above curriculum standards.
	• The school's internal assessment data indicates outstanding attainment in Phases 2 and 3. There is no internal data for Phase 1. This does not match with that seen in lessons and in students' work where the majority of students attain above curriculum standards across all phases. External Cambridge Checkpoint data shows attainment is good in Year 6. GL external progress test results in Phase 2 are good and outstanding in Phase 3.
	• The majority of students demonstrate good progress. In Phase 1, children can arrange containers in order of different capacities. They understand the concept of volume using exploration and comparison. They still require much guidance from their teachers in how to compare and contrast different items. In Phase 2, students know the total sum of angles within any triangle adds up to 180 degrees. They can apply this knowledge to solve related problems and recognise patterns in various types of triangles. In Phase 3, students can use formulas for calculating the volume of compound shapes made up of cuboids. They know how to calculate the volume from a net of a cube. The use of mental mathematics is slow across all phases.
	• Overall, the majority of student groups make better than expected progress.

Areas of Strength	Areas for Improvement
• Students' problem-solving and critical thinking skills in all phases. • Students' application of formulas in Phase 3.	• Children's ability to use problem solving skills in comparing and contrasting in Phase 1. • Students' mental mathematical skills across all phases.

Science	- Students' achievement in science is good overall. The majority of students attain levels that are above curriculum standards. This does not match with what is seen in lessons and students' work. - The school's internal data indicates that attainment is outstanding in all phases. External benchmarking examinations in progress tests are good in Phase 2 and very good in Phase 3. Checkpoint test results are very good in Phase 3. - Overall, students make better than expected progress across phases. In Phase 1 children learn about living and non-living things. In Year 1 students know about the changes in materials when twisting, bending, folding, and stretching. They do not understand the difference between solid and liquid objects. In Phase 2, students in Year 2 can identify the components of a simple electric circuit. In Year 4 students can discuss the changes in matter through melting and solidifying. In Year 5 students can read the nutritional facts on a food packet and evaluate the proportion of each nutrient. They can represent data on graphs. In Year 6 students explore how an object's weight varies in different plants due to gravitational force. In Phase 3 in Year 7 students can measure electricity and the flow of current. They can add and delete components. Students can follow the scientific methods of prediction, observation, and deriving conclusions, although some cannot identify errors in their predictions. Phase 1 children cannot conduct investigations and make predictions without guidance from their teacher. - Overall, most students including Emirati students make better than expected progress from their starting points.

Areas of Strength	Areas for Improvement
- Students' knowledge and skills in physical and life sciences across all phases. - Students' scientific thinking in Phases 2 and 3.	- Students' ability to identify errors in scientific predictions in Phase 3. - Children's independent research, prediction and investigation skills in Phase 1.

Other subjects	- Students' achievement in other subjects is good overall. In lessons and in their work, most students make good progress in all phases. - Internal assessment data indicates that most students attain above curriculum standards. There is no external assessment data for other subjects. - The majority of students make good progress. In physical education (PE), students participate in basketball. They know how to move around with the correct dribbling technique with their dominant hand. In Phase 3, students enjoy football sessions. They participate enthusiastically in the game and know the correct rules. They know the techniques of kicking the ball using the right foot angle. In Phase 3 computing, students understand how to control the movement of a sprite using x/y coordinates. In Phase 2, the majority of students can make a programme using the "IF" block. In Phase 2 art, students can identify a range of different shapes and draw their own city using those shapes. Students can paint with a string to create a picture. They cannot think innovatively. In music, students can sing a new song following the rhythm and correct tune. They can recognise the source of sounds linked to nature. In moral education, students can recognise the causes of traffic volume and how to manage it. In French, students can count and write numbers from 20 to 40. They can accurately read the time. In Phase 3, students can describe the eyes using adjectives and colours. Students do not speak in French fluently. - Overall higher-attaining students do not make the progress of which they are capable.
	Areas of Strength / **Areas for Improvement**

	Areas of Strength	Areas for Improvement
	- Student's participation in physical education across all phases. - Students' skills in computing across all phases.	- Students' skills in developing innovation in art in all phases. - Students' speaking skills in French across all phases.

Learning Skills	• The majority of children and students are engaged in their learning. When given the opportunity, they take responsibility for their own learning. Often, they are unsure about what steps to take to improve their work. • Students can work collaboratively for short periods of time with productive results. Students communicate fluently. They can work with their teacher and alongside their peers. They are successful in managing appropriate aspects of their own learning. • Students can connect the content of their lessons to the real world. They can make connections and links to everyday life. Across all phases students are skilled in making connections between what they are learning to other subjects in the curriculum. • Students use technology in lessons with fluency and ease. They incorporate technology well in their learning. In Year 5 science, students explore the causes and effects of diabetes and obesity. They use technology to support and enhance their learning. The opportunity for students to build their skills of independent research, innovation and enterprise is still a developing feature across the school.

Areas of Strength	Areas for Improvement
• Students' engagement in their learning across all phases. • Students' collaborative working across all phases.	• Students' independent research skills across all phases. • Opportunities for students to develop their innovation and enterprise skills across all phases.

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

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

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

- Students' personal and social development and innovation skills are very good overall. Children and students have positive attitudes towards their learning, they are self-reliant and react well to critical feedback. Positive behaviour in lessons, morning assembly, and throughout the day ensures a calm atmosphere. Bullying is rare.
- Teacher, student and peer relationships in all phases are positive. All students are cooperative and respectful of each other. Students accept differences and embrace diversity and support each other well.
- Students are aware of healthy lifestyles and the types of food to eat in school which is reinforced with presentations in morning assemblies. In lessons students also link this aspect to their learning, for example, students in Year 5 in science know about diets and the best food options to avoid obesity. Most of the students bring their own snacks from home. The canteen provides healthy food approved by the municipality and the school's health committee.
- Attendance is outstanding at 98%. Students almost always arrive on time to lessons. Students are aware of the importance of high attendance and recognise the link between attendance and achievement.

Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	N/A

- Students demonstrate a secure appreciation and understanding of Islamic values and how they influence life in the UAE. In Phase 2 students attend a Holy Qur'an competition and visit the Islamic Museum in Sharjah. They provide food to charities during Ramadan and collaborate with Emirates Red Crescent Society ~~Hilal Sharjah~~ and the Sharjah Municipality to clean the mosque.
- Students are knowledgeable and very respectful of the heritage and culture of the UAE. They participate in numerous cultural activities including National Day, Martyrs' Day and Flag Day. They have attended the seminar on national identity enhancement given by a member of the governing body. They celebrate the anniversaries of His Highness Sheikh Sultan Al Qasimi.

- Students are knowledgeable and respectful of their own and other cultures. They participate in a range of events which deepens their understanding of other cultures. They participate in a fashion exhibition involving countries from around the world and a mothers' day cooking competition with dishes from many different countries.

Social responsibility and innovation skills	Very Good	Very Good	Very Good	N/A

- Students participate enthusiastically in community cleaning and debating competitions. They also participate in 'my green environment: my future' for recycling costumes and collaborate with Sharjah Electricity Water and Gas Authority (SEWA) to reduce electricity use and to save the planet. They also participated in COP 28.
- Students show very good work ethics. They participate in projects that promote innovation across all phases, but the range is narrow. They hold innovation exhibitions, and some students take part in science, technology, engineering and mathematics (STEM) and robotic projects. In addition, they take part in regular health awareness campaigns. The development of students' entrepreneurial skills is a developing feature of the school.
- Students actively preserve the environment and undertake Sisyphus tree planting in the school's garden. They plant a flower if they are late for school and are motivated to arrive early to water it. The school organises recycling workshops and it encourages students to be actively involved in similar initiatives.

Areas of Strength:

- Students' attitudes and relationships across all phases.
- Students' respect for the culture and heritage of the UAE.

Areas for Improvement:

- The range of innovation projects across all phases.
- Opportunities for students to develop their entrepreneurial skills across all phases.

PERFORMANCE STANDARD 3:
TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	**Good**	**Good**	**Good**	**N/A**

- The quality of teaching and assessment is good overall. Most teachers display good subject knowledge and know how students learn. Teachers consistently apply their knowledge to engage students and set tasks to suit the needs of most students. Lesson plans usually take account of the differing needs of students, based on the school's assessment data. Teachers plan all lessons using the 4E strategy of; engage, explore, express and evaluate. Most teachers follow this lesson structure using time and resources productively to enable students to be successful learners.
- Interactions and engagement between students and their peers are meaningful and respectful during discussions and reflection. Teachers are skilful in using questioning to establish students' levels of knowledge and understanding, and to consolidate key concepts. Dialogue and questioning help teachers to engage students in discussions and develop their subject-specific vocabulary. Teachers also identify students' misconceptions through effective questioning but do not always challenge their thinking skills.
- Most teachers use an appropriate range of strategies that are effective in meeting the different abilities of students. They plan differentiated tasks at 3 levels to broadly meet ability groups in the range of below, inline and above curriculum expectations. Teachers align students to seating plans as circles, triangles and squares and know their ability levels well. Teachers' challenge to more able learners varies considerably across subjects and phases. The role of teaching assistants is typically supportive in assisting learning but there are inconsistencies in its effectiveness.
- Teaching to develop students' innovation, creativity and independent research is a developing feature across all phases

Assessment	**Good**	**Good**	**Good**	**N/A**

- Internal assessment data processes provide comprehensive information on students' attainment and social development. The management system enables leaders to cross reference assessment data and be confident that almost all information on students' progress is accurate. The school uses a range of external examinations that meet the UAE priorities to benchmark students' academic outcomes against national and international standards. Results are rigorously analysed and give a clear picture of individuals and groups of students' attainment at different points.

- The school's robust assessment system enables teachers to evaluate students' achievement with accuracy. A large majority of teachers use data to guide their lesson planning by aligning activities to students' needs. Teachers typically provide focused support to their students. Assessment data is tracked regularly and used effectively to guide adaptations to the curriculum and changes to teaching approaches. The school does not yet use data from external assessments consistently to align lesson objectives to the national and international expectations. Teachers' challenge to more able students is insufficient and varies considerably across the school.
- Most teachers provide constructive written feedback using two stars and a wish symbol. A majority of lessons encourage peer- and self-evaluation in Phases 2 and 3. Progress tracker systems provide teachers with valuable information over time, and this leads to the majority of teachers knowing their students very well.

Areas of Strength:

- Teacher and student dialogue that results in meaningful discussions across all phases.
- Teachers' lesson planning that makes good use of time and resources across the school.

Areas for Improvement:

- Students' development of their innovation and independent learning skills across all phases.
- Teaching that challenges and supports more able students' learning across all phases.

PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Good	Good	N/A

- The quality of curriculum design, implementation and adaptation is good overall. The curriculum is clear and aligns with the UAE national vision. It offers breadth and balance, starting with an integrated curriculum in the early years foundation stage (EYFS) through to a reading rich curriculum in Year 7. There is age-appropriate content which develops students' knowledge, skills and understanding across subjects. This is compliant with the NCfE.
- Progression is effectively planned through strong transition arrangements into and out of EYFS and Year 7. Alignment of objectives between phases and visits by students to new classes ensure that continuity of learning is smooth. Students are prepared for the next stage in their learning well. The curricular options provide good choices for older students. A range of curricular options in art, music, computing, and physical education develop students' skills and creativity. Events like. 'Rosary's Got Talent' and interschool competitions help develop students' talents and interests. Recent projects on themes linked to COP 28, cross-curricular projects and zero lessons enhance students' learning between subjects.
- Leaders conduct regular curriculum reviews to maintain good curriculum provision and respond to students' personal development needs. The provision of a range of activities to further enhance students' interest and aspirations in Phase 3 is developing.

Curriculum adaptation	Good	Good	Good	N/A

- The school is successful in modifying the curriculum to meet the needs of almost all groups of students, including those with SEN through push-in and pull-out sessions.
- Students have opportunities to engage in STEM and robotics lessons. Although opportunities to innovate and create are provided, these opportunities are not uniformly available across all subjects. Students' development of enterprise skills across all subjects is less well developed. Students take the lead in raising money for charity, making a good social contribution.
- Extra-curricular clubs across subjects in mathematics, music, computer technology and sports, alongside thematic student-led assemblies and competitions enhance students' personal and academic development. Coherent learning experiences are embedded across all areas of the curriculum to enable students to develop a broad understanding of UAE cultures and heritage.

Areas of Strength:

- The range of progression and transition opportunities across all phases.
- Students' understanding of UAE culture and heritage across the school.

Areas for Improvement:

- The development of students' enterprise, creativity and innovation skills across the school.
- The provision of a range of activities to further develop students' interest and aspirations in Phase 3.

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

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

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

- The protection, care, guidance and support of students are very good overall. The school provides a very safe environment with rigorous safeguarding procedures and a child protection policy shared with all stakeholders. The school has two full-time security guards and operates a comprehensive CCTV system.
- The school fosters a very safe and secure environment, ensuring thorough risk assessments, regular fire drills, and well-maintained facilities, including ramp accessibility and a working lift. The school maintains comprehensive and secure records, documenting incidents and subsequent actions. Some of these records contain too much detail, making it difficult to extract key information easily.
- The school is highly effective in promoting healthy living. Regular monitoring of students' well-being by the nurse and doctor focuses on reducing obesity. Often these records contain too much detail, making it difficult to pinpoint specific information, and are not held centrally. There are facilities available to promote sports education, alongside education programmes integrating the importance of fitness and nutrition to the benefit of students.

Care and support	Very Good	Very Good	Very Good	N/A

- Relationships within the school are very positive. Students value the dedication of staff in supporting their learning. Such interaction enables teachers to comprehensively understand students' social, emotional, academic and physical strengths and areas for improvement. Students' positive behaviour follows the school's consistent and effective guidelines, systems and procedures throughout all phases.
- The school employs robust protocols for tracking students' attendance and punctuality, with systems firmly established. The management of unauthorised absences is both efficient and successful as reflected in the outstanding level of students' attendance.
- The school demonstrates a commitment to inclusivity and excellence through a range of accessible facilities. A thorough process for identifying students with SEN is in place as well as rigorous assessments and observations to identify students who are G&T.

- The school offers effective support for most students with SEN and those identified as G&T. The SEN coordinator and inclusion officer support students using individual education plans (IEPs), working closely with teachers and parents. Parents are guided on how to enhance their children's learning at home. The G&T students represent the school in external events. The school supports G&T through scholarships.
- The personal wellbeing and development of all students is regularly monitored, although there are inconsistencies in tracking the achievement of more able learners. The school provides support for Year 7 students through their transition to another school. Transitions between different phases are seamless.

Areas of Strength:

- Students' care, welfare, safeguarding and child protection throughout the school.
- The level of care and support for G&T students and students with SEN.

Areas for Improvement:

- The streamlining of building maintenance records.
- A centralised system for students' health management records.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership	Good

- Leadership and management are good overall. Leaders at all levels, led by a focused principal, set a clear strategic direction for the school. Changes in senior and middle leadership have resulted in a clear vision and direction for the school, shared by all stakeholders, to promote digital education for all students. Senior leaders are committed to the UAE National and Emirate priorities and inclusion. Professional relationships throughout the school result in positive morale. Turnover rates have decreased significantly.
- Almost all leaders demonstrate a secure understanding of the NCfE and know best practices in teaching, learning and assessment. Leaders have a deep understanding of the UAE School Inspection Framework and how this leads to further improvement. They know the importance of understanding data to raise standards, resulting in high quality outcomes throughout the school.

Self-evaluation and improvement planning	Good

- Leaders at all levels advocate the importance of a whole school approach of reflective self-evaluation that involves all stakeholders. The school's process is systematic and uses internal and external data. The school knows its strengths and weaknesses and has dealt with all the key priorities of the last review. The school has an effective policy for teaching and learning and a whole school approach to lesson planning, resulting in a consistent approach. Leaders analyse data as the basis for all their decision making.

Partnerships with parents and the community	Very Good

- The successful partnerships with parents and the community remain at a very good level. The views of parents are fully considered and through planned conferences contribute very effectively to shaping school improvement priorities. This approach has been successful in ensuring parents', children's and staff views are collated. Communication has improved since the last review and reporting is now comprehensively based on students' academic progress and their personal development.

- The school supports local, national and international partnerships, for example with financial support to elderly homes and for those facing hardship. Partnerships play a significant role in promoting students' healthcare and well-being by covering medical costs for children in need of surgery. The school is part of a mutually beneficial network with the Rosary group of schools across the UAE and with a local school

Governance	Very Good

- Governance is representative of all stakeholders including the students' council and the school's owners. The governing body has a very positive and constructive influence on the school's leadership team and ensures that staffing and resources are compliant with requirements and that the whole school is accountable. The school's previous review has been systematically monitored by all members and actions and their impact are well known. Each governor has a contributory role in the school that positively impacts students' personal development, learning and overall performance.

Management, staffing, facilities and resources	Good

- The day-to-day management of the school is effective and efficient, and well organised routines are adhered to by all. These routines have a positive impact on students' well-being and independence. The school has sufficient staffing. There is still development needed to enhance the role of teaching assistants. The school's premises are old and very well maintained. Planned enhancements to the learning environment include a small farm area adjacent to the vegetable garden to promote children's learning in Phase 1.

Areas of Strength:

- The school's strategic governance leads to improvements.
- The strong partnerships with parents and the community.

Areas for Improvement:

- The development of the role of teaching assistants to further promote all students' learning.
- The enhancement of the learning environment for Phase 1.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 28 teachers in the school, teaching and supporting Arabic subjects. The ratio is 1:61 students. The school library has 1,124 fiction books and 575 non-fiction books.
- Reading skills are developed through lessons, using strategies including the one-minute strategy, reading progression, and the little reader. Further enhancement of reading skills is through the classroom library, electronic library, and online applications including Kahoot and quizzes platforms. This support extends to Islamic education and social studies.
- Reading in Arabic is supported in school through activities and initiatives. The most important is the kutubee platform, an electronic library that includes hundreds of books at different levels. This helps develop students' reading skills and reading comprehension. Internal and external competitions include the Knights of Poetry, the My Books platform, and a character from my favourite book.
- Parents support and contribute to the development of reading skills by reading aloud to classes at school. The young journalist initiative plays a role in promoting reading and literacy.

The school's use of external benchmarking data

- Nearly all students participate in a variety of international tests and examinations. The external assessments include the Cognitive Abilities Test (CAT4), Arabic IBT, TALA, Mubakkir, and Progress Tests in English, science, and mathematics and Cambridge Checkpoint tests in English, science, and mathematics.
- Students are well-informed and prepared for these assessments. Information on the assessments is integrated into the school's reporting system and assessment policy. Communication with parents takes place during parent meetings and coffee mornings. Preparation for assessments is not limited to academic instruction but also integrated within the curriculum. The zero period lesson focuses on preparing students for assessments emotionally and coping with stress.
- Results are communicated to parents through email and the campus school management system. Additionally, students attend data sessions where they receive their results.
- During these sessions, students triangulate their external, internal, and CAT 4 results. They then set SMART goals and action plans for improvement. To ensure parental involvement, these action plans are reviewed and signed by parents before being returned to teachers for inclusion in the students' profiles.
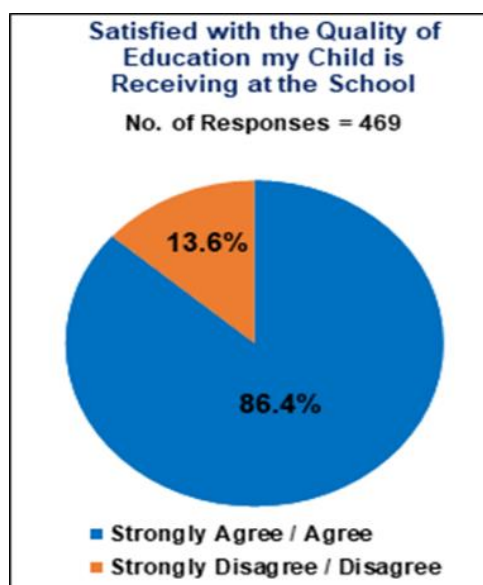
Provision for KG

- There are 11 teachers and 11 teaching assistants in KG. The teacher to child ratio is 1:22.
- Both indoor and outdoor learning environments are well-equipped to support effective teaching and learning. Indoors, classrooms have learning centres with materials that rotate throughout the year. There are smartboards, whiteboards, and interactive resources including Cambridge Little Steps.
- Outdoor facilities include playgrounds and gardens. A sensory area of outdoor play and expressive art supports the development of children's personal, social, emotional, and physical

- skills. Plans are in hand to develop the learning environment to include a small farm area to enhance children's experiential learning.
- Parental involvement is through orientation sessions, newsletters, and coffee mornings, Transition programmes facilitate a smooth progression between phases. A collaborative process between Phase 1 and Phase 2 teachers ensures continuity. Additionally, meetings are held between FS2 and Year 1 teachers. A range of personalised activities supports transition.

VIEWS OF PARENTS

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

No. of Responses = 469

- 13.6%
- 86.4%

■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in national and international benchmarking examinations in all subjects by:
    – modifying the curriculum to meet benchmarking examinations in all subjects.
    – using test style questions to help prepare students.
    – aligning lesson objectives to the national and international expectations.

- Improve the quality of teaching across all subjects in all phases by:
    – setting consistently high expectations for all students.
    – ensuring planning meets the needs of all groups, especially more able students.
    – developing the role of teaching assistants to further promote students' learning.

- Improve opportunities for students to develop further enterprise, innovation and independent research skills in lessons in all subjects and across the phases by: -

- using knowledge and applying it to different situations locally, nationally and internationally.
- developing activities that promote student's interests and aspirations, particularly in Phase 3.
- instilling in students an enquiry-based approach to learning that promotes curiosity and creativity.
- using questions that challenge students' higher level thinking skills.

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

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

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

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