



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Sabis International Private School LLC

Aljada

29 January – 1 February 2024

**Overall
Effectiveness:
ACCEPTABLE**





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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	Information	
	School ID	417
	School location	Muweileh Commercial, Madar Street, Aljada, Sharjah
	Establishment date	2021
	Language of instruction	English / Arabic
	School curriculum	SABIS
	Accreditation body	Accreditation International (February 2024) and National Council for Private School Accreditation
	Examination Board	Cambridge College Board IELTS
	National Benchmark International assessment	Agenda Tests/ CAT4 GL assessment TALA Mubakkir
Fee range	23,000 – 40,000 AED	
	Principal	Jamal Hazbun
	Chair of Board of Governors	Victor Saad Ahmed Al Khouchaibi
	Total number of teachers	61
	Total number of teaching assistants	23
	Turnover rate	14%
	Main nationality of teachers	Irish
	Teacher: student ratio	1:17
	Total number of students	1,028
	Total number of students per cycle	KG: 456, Primary: 416, Middle: 130, and High:26
	Number of Emirati students	497
	Number of Emirati students per cycle	KG: 244 Primary: 195 Middle: 48 High: 10
	KG: number and gender	Boys: 226 Girls: 230
	Primary: number and gender	Boys: 223 Girls: 193
	Middle: number and gender	Boys: 70 Girls: 60
High: number and gender	Boys: 16 Girls: 10	

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	Nationality groups	1. Emirati 2. Egyptian
	Total number of students with special educational needs	13

PROGRESS JOURNEY

Previous Review:	Current Review:
N/A	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 108 lesson observations, 29 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. The school is new and opened in September 2021. The number on roll has increased each year. With the clear vision and direction of the school leaders and commitment of its staff, the school has secured good achievement in Phase 1 in all subjects, Islamic education and Arabic as a First Language (AFL) in Phase 2, social studies in Phases 2 and 3, and mathematics for Phases 1 and 2. The quality of teaching and assessment is good in Phase 1 and acceptable overall. The school leaders, teachers and other staff give a high priority to students' personal and social development, and the arrangements for their protection, care, guidance, and support. The school provides a welcoming learning environment where students feel safe and secure. Parents contribute well to their children's education and feel that their children are supported well.

KEY AREAS OF STRENGTH:

- Children's achievement in Phase 1, Islamic education and AFL in Phase 2, social studies in Phases 2 and 3, and mathematics in Phases 1 and 2.
- Students' respect for Islamic values and understanding of the UAE culture, heritage, and history.
- The priority the school gives to students' welfare, health and safety.
- The school leaders and staff's role in establishing a positive culture across the school and partnership with parents.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement in most subjects to a good or better level.
- The quality and consistency of teaching and the use of assessment across the school.
- The adaptation of the curriculum to meet the needs and abilities of all groups of students.
- The role of the middle leaders to further improve the school's performance.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.					
Indicators:		KG	Lower	Middle	High
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Good	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Good	Acceptable	Acceptable
Arabic (as an additional Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Learning Skills		Good	Acceptable	Acceptable	Acceptable

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Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is acceptable overall, and it is good in Phase 2. Internal assessment data indicates that most students make better than expected progress in Phases 2 to 4. This does not match with observations in lessons and students' recent work, where most students make expected progress in Phases 3 and 4, and the majority of students make better than expected progress in Phase 2.• Internal assessment data indicates that attainment is outstanding across phases. This is not seen in lessons and in students' recent work. There is no external assessment data.• In Phase 2, students understand the steps of prayer and recognise its importance to Muslims. Students know about the overall value in the Noble Hadeeth referring to Islamic etiquette when visiting others, while a minority of students recite the prescribed verses from the Holy Qur'an within the age-appropriate Tajweed rules. In Phase 3, students recite verses from the Holy Qur'an and extract the moral values. They know about the importance of faithfulness and patience in Islam. A minority of students cannot articulate how the Noble Hadeeth can support and improve the life of communities. In Phase 4, students listen attentively to verses from the Holy Qur'an, interpret the general meaning, and give alternative names for the Judgement Day. Few students support their answers with quotations from the Holy Qur'an. Recitation skills following Tajweed rules are not fully developed across the school.• Overall, most groups of students make the expected progress. High-attaining students do not make the progress of which they are capable, particularly in Phases 3 and 4.	
	Areas of Strength	Areas For Improvement
	<ul style="list-style-type: none">• Students' understanding of the importance of prayer in Islam.• Students' knowledge of Islamic etiquette when visiting others.	<ul style="list-style-type: none">• Students' recitation of verses from the Holy Qur'an following Tajweed rules across the school.• Students' ability to apply learned values from the Noble Hadeeth to support their Islamic values, in Phase 3.• Students' ability to extract evidence to support their views from the Holy Qur'an in Phase 4.



Arabic	<ul style="list-style-type: none"> Students' achievement in Arabic as a first language (AFL) and in Arabic as a second language (ASL) is acceptable overall. It is good in AFL in Phase 2. Internal assessment data indicates that most students make outstanding progress across phases in both AFL and ASL. This does not match with what is observed in lessons and in recent work, where most students make expected progress overall, except for the majority of students in AFL in Phase 2 who make better than expected progress. Internal assessment data indicates that attainment is outstanding in both AFL and ASL. This is not seen in lessons and in students' recent work. There is no external assessment for AFL and ASL. In Phase 2, in AFL, students can read texts aloud, identify new words and write simple sentences. Some students can participate in meaningful discussions. In ASL, students respond to their peers using basic language structures, read and understand the overall meaning of short and simple texts. A minority of students can ask and answer questions confidently on familiar topics. In Phase 3, in AFL, students can read literary texts, define the main ideas and use the key words they have learned in familiar contexts while speaking. Only a few students can write using correct grammar. In ASL, students recognise new words and identify the overall ideas in the texts, using short sentences. Students can read simple sentences only. A few students can put together a brief outline to write about a city. In Phase 4, in AFL, students can identify the main ideas in narrative and audio texts, explaining the story elements and applying grammatical rules accurately. Only a few students can produce narrative, informational and descriptive texts. In ASL, students infer the meaning in familiar descriptive topics and answer questions about a text. Only a few students can write extended descriptive pieces related to familiar topics. Overall, most groups of students in AFL and ASL make expected progress. High-attaining students make better progress due to appropriate challenges, particularly in Phase 2 in AFL. Students with special educational needs (SEN) do not make the progress of which they are capable in AFL. 	
	Areas of Strength	Areas For Improvement
	<ul style="list-style-type: none"> Students' reading skills in AFL in Phase 2. Students' knowledge of new vocabulary in ASL in Phase 3. 	<ul style="list-style-type: none"> Students' speaking skills in AFL and ASL in Phase 2. Students' ability to apply grammatical rules including conjunctions and punctuation marks in AFL in Phase 3. Students' reading and comprehension skills in ASL in Phase 3. Students' ability to apply grammatical, spelling and rhetorical concepts effectively in both speaking and writing in AFL in Phase 4. Students' ability to write descriptively at length in ASL in Phase 4.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. Most students attain in line with curriculum standards and make good progress in Phases 2 and 3. In lessons and in their work, the majority of students make better than expected progress in all phases. This concurs with the good progress noted by the school.• Internal assessment data shows that attainment is good overall. This is not consistent with what is seen in lessons and in students' books where it is acceptable. There is no external assessment data for this subject.• The majority of students make good progress. In Phase 2, students learn about the UAE culture, heritage and history. For example, they respect and appreciate the role played by the UAE leaders to improve the quality of life in the UAE, including education and transport. Students understand the different types of tourism in the UAE. A minority of students are not able to explain the impact of tourism on the UAE economy. In Phase 3, students talk about special terrains in the UAE and other countries, for instance, exploring the impact of flooding caused by monsoon rain in India. Only a few students can locate sites correctly on maps.• Overall, the majority of groups of students make better than expected progress. Higher-attaining students do not receive sufficient challenge to help them make the progress of which they are capable.	
	Areas of Strength	Areas For Improvement
	<ul style="list-style-type: none">• Students' knowledge and understanding of the UAE culture, history and the roles of the UAE leaders.• Students' understanding of the different types of tourism in the UAE.	<ul style="list-style-type: none">• Students' knowledge about the impact of tourism on the UAE economy.• Students' mapping skills.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall and it is good in Phase 1. The school's assessment data indicates that the large majority of students make better than expected progress in all phases. This is not evident in lessons and students' work, where the majority of children in Phase 1 make better than expected progress, and most students in Phases 2 to 4 make expected progress.• The 2023 CAT4 results are below average in Phase 2 and average in Phase 3. The Progress Test in English (PTE) results are below average in Grades 3 and 5, and with average attainment in Grade 7. This does not match internal assessment data that shows attainment is outstanding across all grades.• In Phase 1, children listen attentively and can share ideas and express their feelings. They respond with enjoyment to songs and rhymes. They can link letters to their sounds and make plausible attempts at unfamiliar words. A few children who are new to the setting are not confident enough to speak in a group. In Phase 2, students can hold discussions, read and write short texts. A minority of students are not able to explain what they have understood. In Phase 3 and the recently formed Phase 4, students can communicate and extend their ideas in presentations. They can read longer stories and novels. Across the school, there are examples of students writing neatly. The use of correct grammar and extended writing is less well developed.• Most groups of students make expected progress in Phases 2 to 4, and it is good in Phase 1. High-attaining students do not receive enough challenge to maximise their progress.	
	Areas of Strength	Areas For Improvement
	<ul style="list-style-type: none">• Children's engagement in a range of songs and rhymes in Phase 1.• Students' communication and presentation skills in Phases 3 and 4.	<ul style="list-style-type: none">• Children's speaking skills in Phase 1, particularly for those new to the setting.• Students' speaking, reading and comprehension skills in Phase 2.• Students' extended writing and the use of correct grammar in all phases.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall and it is good in Phases 1 and 2. In lessons and students' work, the majority of children in Phase 1 and students in Phase 2 make better than expected progress. In Phases 3 and 4, most students make expected progress. This does not match the very good progress noted by the school in all phases.• Internal data indicates outstanding attainment in Phase 1 and very good attainment in other phases. This does not match with the Progress Test (PT) testing that indicates below average in Grades 3 and 5 and average in Grade 7.• In Phase 1, children develop good mathematical skills. They can count, add and subtract sets of numbers, exploring number bonds. In Phase 2, students are confident to convert between standard and expanded form, add and subtract fractions with unlike denominators and multiply two-digit numbers by two-digit numbers. In Phase 3, students can identify direct proportionality, solve linear equations and prove two angles are complementary. A minority of students are not able to demonstrate the steps taken to reach their conclusions. In Phase 4, students can solve moderate mathematical operations. Higher order thinking skills are not fully developed.• Most groups of students make expected progress in Phases 3 and 4 and it is good in Phases 1 and 2. Higher-attaining and (G&T) students do not always make the progress of which they are capable.	
	Areas of Strength	Areas For Improvement
	<ul style="list-style-type: none">• Children's knowledge of numbers and how to solve problems.• Students' ability to tackle operations involving linear equations in Phase 3.	<ul style="list-style-type: none">• Students' reasoning skills, particularly in Phase 3.• Students' use of high order thinking skills to expand their learning, especially in Phase 4.• Appropriate levels of challenge for higher attaining and G&T students so that they can maximise their progress.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. It is good in Phase 1 and acceptable in Phases 2 to 4. In lessons and in their work, the majority of children make better than expected progress in Phase 1 and most students make expected progress in Phases 2 to 4. This does not match the school's assessment data that identifies most students make better than expected progress.• In lessons and students' work, attainment is good in KG and acceptable in other phases. There are large discrepancies between internal and external assessment data. Internal assessment data shows very good attainment across the school while external data shows below average attainment in PT tests.• In Phase 1, children explore the temperature of 'cool water' and 'ice' and learn scientific terms to describe what they feel. In Phase 2, students acquire understanding of basic concepts, including forces, gravity and air resistance. A minority of students do not explore enough to find out things for themselves. In Phases 3 and 4, students learn about the intrinsic and extrinsic properties of matter and how to use the partial pressure and mole fraction formula. The new science laboratories will be opened soon. Students in Phases 3 and 4 do not have access to enough practical work needed to develop their laboratory skills. They cannot easily test out their ideas through experimentation. Students' investigation skills and understanding of scientific methodology are therefore not sufficiently developed.• Most groups of students make expected progress. Higher-attaining and G&T students do not progress as rapidly as they could because the work given to them is either too easy or too hard.	
	Areas of Strength	Areas For Improvement
	<ul style="list-style-type: none">• Children's first-hand experiences in Phase 1.• Students' understanding of forces in Phase 2.	<ul style="list-style-type: none">• Students' exploratory skills in Phase 2.• Students' laboratory skills include planning, investigation, recording and reporting in Phases 3 and 4.• Appropriate levels of challenge for higher attaining and G&T students so that they can make the progress of which they are capable.



Other subjects	<ul style="list-style-type: none">• In the range of other subjects taught at the school, students' achievement is acceptable overall, and it is good in Phase 1. Students make acceptable progress overall, except in Phase 1, where children make good progress. Progress is good in French, robotics and information technology (IT), and it is acceptable in physical education (PE), music and art. Internal assessment shows good progress overall in PE, art, and music in all phases. This matches the progress seen in lessons in Phase 1 and in IT across the school.• The school's assessment data shows good attainment data in IT, PE, art and music. This is not seen in lessons.• Indoor and outdoor PE activities enable students to develop their gross motor skills, fitness and games skills. In Phase 1, children learn well and develop skills in ballet, gymnastics and swimming. In Phase 1, children gain artistic skills, in the way they draw and paint pictures of their families. In Phases 2 and 3, students make good progress in robotics. In music, in Phase 1, children enjoy songs and dance. In IT, in Phase 1, children learn to play games and save their work. Across the school, students use learning technologies well to support and to assess their learning. Students articulate well in French.• Most groups of students make expected progress in other subjects and the progress is good in Phase 1.	
	Areas of Strength	Areas For Improvement
	<ul style="list-style-type: none">• Children's enjoyment of physical and artistic experiences including songs, music and in Phase 1.• Students' skills in spoken French.	<ul style="list-style-type: none">• Students' achievement in art, music, and PE in Phases 2 to 4.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are acceptable overall and good in Phase 1. Students take responsibility for their own learning and know their strengths and what they can improve in their work. In Phase 1, children enjoy their learning, listen attentively, and collaborate with others. In the rest of the school, students work well individually and in groups and consider the views of others. At times, a minority of students do not communicate their ideas clearly.• In general, students make meaningful links between their learning and the real world. For example, in KG2, children explore water temperature and link 'the ice' with the temperature and the snow in Antarctica. Students know how sport activities are linked to good health and well-being.• Students use learning technologies effectively to facilitate and to assess their learning and to take part in research. Students' critical thinking and problem-solving skills are less well-developed. Students keenly ask questions and lead on projects related to enterprise and entrepreneurship. For example, they raise funds which they donate to charities to support families locally and beyond.• In Phase 1, children actively create roles and responsibilities, for example, when they play in the activity room and sing in the choir. Through art, music and robotics, students learn to be creative. However, innovation is less well developed across the school.	
	Areas of Strength	Areas For Improvement
	<ul style="list-style-type: none">• Students' ability to make meaningful links with daily life situations and the real world from what they have learnt in lessons.• Students' use of learning technologies to support their learning.	<ul style="list-style-type: none">• The development of students' communication skills.• Students' critical thinking and problem-solving skills and their ability to be innovative in their work 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 good overall.

Indicators:	KG	Lower	Middle	High
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">• Students display positive and responsible attitudes to learning and respond well to critical feedback. Generally, students behave well and respect school rules. Bullying is rare. Students are kind, cordial and considerate towards each other and adults. In Phase 1, children make friends readily, learn to share resources and take turns fairly. Student Life Organisation (SLO) representatives help promote harmony around the school.• Students understand the importance of safe and healthy living. They respond well to the many opportunities to learn about healthy lifestyles, make sensible choices for snacks and meals and participate in PE, dance, and sports.• Attendance at 96% is very good. Students usually arrive at school and in lessons on time.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">• Students have a clear understanding of the importance of Islamic values in the UAE and how they influence society. They show a good appreciation of the UAE's heritage and culture, and they are deeply aware of the importance of the legacy of HH Sheikh Zayed, Father of the Nation. They participate eagerly and with great pleasure in National Day and other cultural activities. Students regularly visit museums and lead on cultural events.• Students show understanding of their own identity and culture. They are proud of their membership of such a diverse and tolerant multi-cultural school community.• Students enjoy the Cultural Days organised and enjoy getting to know about the different lifestyles and traditions of others around them.				
Social responsibility and innovation skills	Good	Good	Good	Good

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- Students speak proudly of their involvement in the SLO and its work in supporting the school in building a strong, positive culture and ethos in which everyone is valued. At all levels, students appreciate the opportunity to contribute to the wider community and they know the benefits this will bring for themselves and those around them. Strong leadership skills are evident in the way students lead assemblies and support their peers in the classrooms and around the school.
- Students enjoy their schoolwork and the regular challenges it entails. When given the opportunity, they are quick to take part in projects, and they show resilience and determination in seeing projects through to completion. Innovation is less well developed in school.
- Students care for the school and appreciate the open spaces and the many learning areas. There is a growing awareness of the importance of environmental sustainability and conservation. Older students take an active part in events such as the World Environmental Education Congress (WEEC 2024). Such initiatives feature less across the school.

Areas of Strength:

- Students' appreciation and understanding of Islamic values and Emirati culture and heritage.
- Students' understanding and appreciation of their own and other world cultures.

Areas for Improvement:

- Students' innovation skills.
- Students' participation in projects that promote sustainability and conservation in the UAE and across and beyond the school.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	KG	Lower	Middle	High
Teaching for effective learning	Good	Acceptable	Acceptable	Acceptable

- Most teachers apply their subject knowledge and know how students learn. Teachers in Phase 1 know how children learn and develop best. For example, children have the opportunity to build phonic awareness and apply their knowledge of letters and sounds as they enjoy playing word games. Teachers provide a welcoming learning environment and generally plan lessons that motivate students to learn. They share the learning objectives with students so that they are clear about their expectations, deploy the available resources well and ensure that students have enough time to accomplish the tasks they are set.
- Teachers ask questions to illicit students' understanding, and in the best lessons, they often modify their questions to enable students of different abilities to respond, particularly those with SEN. In general, teachers encourage dialogue and discussions. In the most effective lessons, for example, in a social studies lesson, the teacher encouraged students to discuss with their peers the importance of google maps to facilitate travel, using a range of different activities and methods to meet individual needs and engage all students fully in learning. Such practice is not yet a common feature across the school.
- In the best lessons, teachers provide good opportunities for students to develop their problem-solving and critical thinking skills. As a result, students work at a good pace and make the best possible progress of which they are capable. This is not yet uniform with opportunities for students' independent learning and innovation also not fully developed across the school.

Assessment	Good	Acceptable	Acceptable	Acceptable

- The school's internal assessment systems are well established and linked to the curriculum standards. This helps the school to measure students' attainment and progress. Parents and students have access to the assessment tool to help identify strengths and areas for improvement. The school has taken part in external examinations such as CAT4 and GL assessments to compare students' performance against international expectations.
- School leaders analyse students' attainment and progress as individuals and such information is used within departments to consider the gaps in students' learning. They share the assessment data with teachers to inform future planning and the curriculum. In the most effective lessons, teachers use the assessment information effectively to match lessons and activities to the needs

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and abilities of the different groups of students, resulting in good progress overall. In the less effective lessons, teachers do not ensure that all students' needs and abilities are fully met.

- Teachers know what students can do and what they need to improve next. In lessons, teachers offer students oral feedback and encourage them to improve their work. In mathematics, students confidently assess their learning online and assess their peers. Teachers do not give students diagnostic feedback to help them review and improve their written work.

Areas of Strength:

- The learning environment that teachers provide.
- The assessment processes and systems to check students' learning.

Areas for Improvement:

- Teachers' consistent use of assessment information to plan lessons that cater for the different abilities of students.
- Teachers' planning and support for students to improve their critical thinking, problem-solving, innovation and independent learning skills.
- Teachers' comments to students on how to improve their written work.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Lower	Middle	High
Curriculum design and implementation	Good	Good	Good	Good

- The school curriculum is broad, balanced, and relevant. The school follows the SABIS curriculum and the MoE requirements for Arabic medium subjects. The school has introduced a range of subjects into the curriculum in Phase 1, including art, music, ballet and gymnastics; robotics in other phases; and French across the school. The curriculum meets the MoE national statutory requirements.
- The planning of the curriculum facilitates good progression and continuity in learning. There is variability across subjects, phases and grades due to the curriculum's implementation. The curriculum aims to offer children from Phase 1 a solid foundation for learning and to build on students' prior knowledge and skills to prepare them well for the next stage of their education within the school and beyond.
- There is a range of curricular choices available for students in Phases 3 and 4, including art, computing, music and sports. The school has prepared the curriculum for students to be able to make choices when they move on to Grade 10.
- Cross-curricular links are planned in most lessons and provide good opportunities for students to learn about diversity through National and International Days, and in links planned into geography and history lessons. For example, in a social studies lesson, students explored the issues related to over-population and made meaningful links with countries across the world, linking with geography.
- The school systematically reviews the curriculum through regular departmental, cluster meetings and at regional levels, taking into account students' and parents' feedback. The curriculum is modified to include relevant academic skills and additional curricular choices.

Curriculum adaptation	Good	Good	Good	Good
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- Recently, the school has modified some aspects of its curriculum to meet the needs of different groups of students. For example, the consistent use of Accelerated Learning classes on the timetable provides continuous support for students who require additional input, including those who are new to the school. This is having a positive impact on these students so that they can



attain at least in line with curriculum standards and narrow the gaps in their learning. Not all new teachers modify the curriculum to cater for the different abilities and needs of most students.

- The curriculum is designed to be interesting and motivating. It is functional in the way it enables students to acquire new knowledge and skills and to develop self-study discipline, using the school's digital platform. Opportunities for enterprise help students, for instance, to budget and to make choices about their preferred charities to support in the local community and beyond.
- Innovation is well embedded through a range of extra-curricular activities such as SLO roles, science projects, robotics and sports competitions. These opportunities help students to meet their interests and aspirations. Innovation is not fully developed in lessons.
- There are good learning experiences that enable students to learn about the UAE's values, culture and society.

Areas of Strength:

- The enrichment of the curriculum provides enjoyment and helps students to follow their interests.
- The effective links with UAE heritage and culture that help students appreciate UAE society.

Areas for Improvement:

- The modification of the curriculum to meet the abilities and needs of most students.
- Teachers' planning for innovation in lessons.



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

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

Indicators:	KG	Lower	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good

- The school has comprehensive policies and procedures for safeguarding students, including child protection, behaviour and anti-bullying policies. All staff have attended relevant safeguarding training and know the procedures to follow if they have a concern about a child, a member of staff or a parent. Parents receive guidance on how to keep their children safe, particularly e-safety. Students know about cyber-bullying and how to keep safe. They are confident to ask for support if they are worried.
- The health and safety teams conduct regular and robust checks on the premises and resources, including fire risk assessment. Security staff monitor the buildings; and staff supervise students throughout the day, including their arrival and departure to and from school to ensure that they are safe.
- Buildings and equipment are mostly new and are very well maintained. Administrative procedures are efficient, and staff keep detailed records in designated offices, including accidents, incidents and subsequent actions; and medical files and medicines are securely locked in cabinets.
- The learning environment is suitable for students and others who might have physical mobility difficulties. There are designated places to provide help for students who need extra support. The school promotes safe and healthy living effectively. Students receive good support from teachers and nurses, for example, on the importance of healthy eating, hand washing, dental health and hygiene. Students take an active part in physical activities, including gymnastics, swimming and games competitions.

Care and support	Good	Good	Good	Good
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- Students have friendly rapport with staff and their peers based on mutual respect. The school shares the behaviour code of conduct with students and parents so that all understand the procedures. The school has reviewed its systems to promote attendance and punctuality and explained to parents the important link between attendance and achievement. This has led to very good attendance and punctuality.

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- Systems for identification and support for SEN and G&T students in the school are in place. The SEN students do not always receive the support they need. The G&T students lead assemblies to develop their leadership skills. They have access to extra-curricular activities such as robotics and sports that meet their aspirations. Their challenge in lessons varies considerably across the school.
- Staff provide good support for students' personal development, including mental health and wellbeing. Transition procedures are well established and help students to be familiar with the school's routines and expectations. Teachers talk to students in Grades 7 and 8 about their future subject choices and education pathways.

Areas of Strength:

- Students' welfare, health and safety across the school.
- Staff and students' relationships and the support for students' wellbeing.

Areas for Improvement:

- The identification of SEN and G&T students.
- The extra support for SEN and the appropriate levels of challenge for G&T students in lessons across the school.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

- The deputy was appointed to lead the school as part of succession planning after the previous principal's retirement. Leaders have reviewed the school's vision with other members of the leadership team and shared it with teachers, students, parents and other stakeholders, aiming at further improving students' achievement and personal development. The school is committed to UAE National and Emirate priorities as evident in students' involvement in external examinations such as CAT4 and GL assessments.
- The senior leaders demonstrate strong knowledge and understanding of best teaching, assessment and the curriculum. Such practice is less consistent within the middle leadership team. Leaders observe teachers and offer them feedback about their practice. This has led to good levels of improvement in achievement in the KG department, social studies in Phases 2 and 3 and in Islamic education and AFL in Phase 2. Teaching has remained acceptable overall because teachers do not always use assessment data effectively to meet the different needs and abilities of students.
- Relationships and communication between the school and its community are professional and morale is positive. The school has implemented distributed leadership amongst most teachers to ensure accountability for students' performance. Most of the school leaders and teachers are clear about their lines of accountability. Not all middle leaders are fully held accountable for students' achievement in their subjects.

Self-evaluation and improvement planning

Acceptable

- School leaders know what needs improving. For example, they have addressed some barriers to learning, such as providing Accelerated Learning sessions to help new students catch up. They have provided extra reading sessions in Arabic and English to help students develop their comprehension skills. Leaders demonstrate capacity to improve the school's work further.
- Self-evaluation reflects the views of all stakeholders and helps the school to identify its strengths and areas for improvement. The school's improvement plan (SIP) includes a system for monitoring and evaluation which has yet to have a more demonstrable impact on students' achievement. The school is fully compliant with statutory and regulatory requirements.

Partnerships with parents and the community

Good

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<ul style="list-style-type: none"> Parents contribute well to their children's education and to the life of the school. School leaders and staff seek parents' views on a range of school initiatives through regular questionnaires, meetings and parents' conferences. The school keeps parents fully informed about their children's academic progress and personal development. Parents speak highly of the communication channels that the school provides and appreciate the use of the school's digital platform that makes it accessible for them to request information about their children's learning. Parents feel that their children are cared for very well. The school has developed several productive partnerships with local and sister schools and community groups, such as health professionals. The school works well in partnership with international educational institutions, for example, to develop curriculum and assessment practice. 	
Governance	Acceptable
<ul style="list-style-type: none"> The governing body includes teachers. Parents and students are not represented. Governors meet regularly to check the work of the school, including progress in addressing all key initiatives in the SIP and external test outcomes, to set and to review targets for school leaders. They exert a positive influence and provide constructive support for the school's leadership and staff. They have yet to review the training programmes to meet the needs of all teachers. Governors ensure that sufficient staffing and resources are provided and that all statutory requirements are met. 	
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> The well-organised day-to-day management of the school impacts positively on students' personal development. Staff are suitably qualified and have regular professional development opportunities, including induction. There are high quality premises and facilities, including swimming pools, science laboratories and PE facilities to enhance students' learning. There are high quality resources to support student learning. 	
Areas of Strength:	
<ul style="list-style-type: none"> The clear vision and strategic direction of leaders and partnership with parents. The management of the day-to-day routines and processes of the school. 	
Areas for Improvement:	
<ul style="list-style-type: none"> The quality of teaching and the use of assessment data. Specific training for teachers in the use of assessment so that their planning caters for the different abilities and needs of all students. 	

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- The development of the middle leaders' roles across the school and their monitoring systems so that they can hold their staff accountable for students' outcomes.
- The representation of parents and students on the governing body.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The staffing provision for teaching Arabic across the school is 13 teachers with a teacher to student ratio of 1:44.
- There are approximately 350 books for Arabic readers in the school's library, most of which are fiction. Students attend the library up to two sessions per week to read with their teachers. In KG1 and 2, and Grade 1 classes, children and students have access to books in Arabic to read in their classrooms. From Grades 2 to 5, students have access to an online reading platform, 'Myon'. Older students can use the library to read during break-times and to access computers for research.
- Every year, the Arabic department organises a reading week and reading competitions within the school and beyond to highlight the importance of reading and comprehension.
- Teachers of Arabic encourage parents to read with their children at home.

The school's use of external benchmarking data

- The school participated in Mubakkir assessments for all children and students from KG2 to Grade 2, and in Tala assessments in Arabic from Grades 3 to 9 in 2023; the school has not yet received the assessment outcomes. In 2023, all students in Grades 3, 5, 7 and 9 took part in CAT4 assessments and the attainment was average in Grades 3 and 9, and below in Grades 5 and 7. GL Progress Tests in English, mathematics and science for 2023 noted that the school was in line with the benchmark in Grade 7 and below in Grades 3 and 5 in English and mathematics, and the results were overall below the average in science.
- Teachers of mathematics and science have attended training to help them further improve their teaching practice, for example, to develop students' critical thinking and problem-solving skills. Students have the opportunity to discuss how to assess their learning and to focus on certain targets, for example, to improve their mental mathematics skills, to read and to understand instructions.
- Students talk about their participation, know their scores and the tasks that will support them in their future assessments. Teachers share the international benchmarking tests with students and parents through the school's website, orientation meetings and open evenings.

Provision for KG

- The school has Pre-kindergarten (Pre-KG) provision that consists of 4 classes. Each classroom has a teacher and a classroom assistant. Pre-KG children have access to the same facilities as other children in the (KG). Children enjoy a range of activities in their classrooms and outdoors. They keenly take part in computer activities and learn to save their own work, remembering their passwords.
- The school also has 14 classes in KG1 and KG2 with 14 teachers. Each class has a full-time learning assistant. The learning assistants help prepare resources and support children with personal needs. The adult to child ratio is 1:14 in both KG1 and 2. The head of KG visits classes and provides support for individual children and works as a close link with parents and external agencies, for instance, to provide guidance for parents on speech and language therapy.

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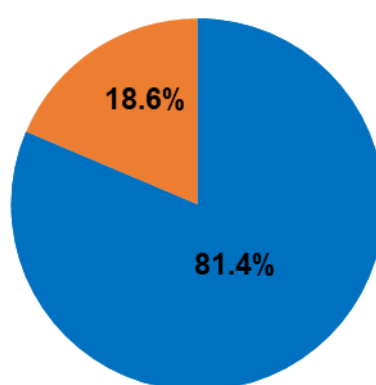
- KG classrooms are spacious, bright and well-equipped with a range of resources, including books, computers, puzzles, construction kits and malleable tools. In the activity room, children can choose their favourite activities and follow their interests. The soft-play room provides the chance for children to practice gymnastics. The outdoor facilities are of high quality and include a wide range of climbing frames, slides and tunnels. Children also have access to swimming, ballet and PE lessons by professional instructors to help them develop their physical skills.
- Induction strategies are well established. The KG department makes plans for parents and their children to visit the setting before the starting date. Parents' orientation, staggered entry to the setting and regular newsletters keeps them informed about routines. Transition arrangements to KG2 and Grade 1 help children and students to meet their teachers and to visit their new classes before the beginning of the academic year.



VIEWS OF PARENTS

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

No. of Responses = 334



■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve achievement across the school in all subjects and in all phases by:
 - providing more learning experiences for students to develop their speaking skills and to write at length, using correct grammar in Arabic and English subjects.
 - assisting students in Islamic education to recite the Holy Qur'an correctly and to understand the meanings of words in Noble Hadeeth; and in social studies to gain more knowledge of how businesses such as tourism affect the UAE economy and to develop their mapping skills.
 - offering more activities in mathematics for students to develop their reasoning skills and how to tackle tasks requiring higher order thinking skills; and in science, to promote students' laboratory skills and provide frequent opportunities for students to plan, investigate, conclude and report.
 - providing opportunities for students to develop their learning skills, including problem-solving and innovation.

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- Improve the impact of teaching and assessment on achievement by:
 - ensuring that teachers consistently use the assessment data to plan and to deliver lessons that cater for the needs and abilities of all groups of students.
 - ensuring that teachers encourage innovation and independent learning skills.
 - ensuring that teachers adapt the curriculum to meet students' different abilities and needs.
 - insisting that teachers mark students' written work and give them constructive suggestions on how to improve the quality of their work.

- Improve the impact of leadership and management on student outcomes by:
 - providing specific training for teachers and middle leaders so that they can improve their knowledge and skills in their subjects; and so that middle leaders can hold teachers more accountable for students' performance.

 - ensuring that governors include representatives from parents and students and continue to hold leaders more accountable for students' achievement.



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.