هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR)|Report

The City School International Pvt Sharjah
11 – 14 March 2024

Overall Effectiveness: ACCEPTABLE

إتقان ITQAN

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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

The findings relating to the six Standards and their associated Indicators will provide judgements based on the six-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	School ID	419
	School location	Al Azra
	Establishment date	2021
	Language of instruction	English
	School curriculum	National Curriculum for England (NCfE)
	Accreditation body	N/A
	Examination Board	N/A
	National Agenda Benchmark Tests/ International assessment	CAT4, PT, TIMSS, NGRT, PASS, IBT, TALA, Mubakkir.
	Fee range	13,000 to 19,000 AED
Staff	Principal	Christine Woods
	Chair of Board of Governors	Sumera Hasan
	Total number of teachers	33
	Total number of teaching assistants	9
	Turnover rate	6%
	Main nationality of teachers	Pakistani
Students	Teacher: student ratio	1:12
	Total number of students	401
	Total number of students per phase	Phase 1: 88 Phase 2: 273 Phase 3: 40 Phase 4: 0
	Number of Emirati students	0
	Number of Emirati students per phase	0
	Phase 1: number and gender	Boys: 47 Girls: 41
	Phase 2: number and gender	Boys:164 Girls: 109
	Phase 3: number and gender	Boys: 21 Girls: 19
	Phase 4: number and gender	0
	Nationality group	1. Pakistani 2. Egyptian
	Total number of students with special educational needs	22

PROGRESS JOURNEY

Previous Review:	Current Review:
N/A	**ACCEPTABLE**

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 4 reviewers' 100 lesson observations, 45 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the first school review visit. Students' achievement is acceptable overall. It is good in Phase 1. Students' learning skills are acceptable overall and good in Phase 1. Students' personal and social development are good overall. Teachers plan and deliver satisfactory lessons in Phases 2 and 3, and good lessons in Phase 1 where there is a good range of different learning activities that promote children's engagement in learning. Curriculum design is acceptable overall, although its adaptation to meet the specific needs of students with different learning needs is a developing feature of the school. The protection, care, guidance and support for all children and students are good across all phases. Leadership and management are acceptable overall and the effectiveness of the principal and senior leaders is good. The school's partnership with parents provides good support. Overall, leaders demonstrate effective capacity to improve the school further.

KEY AREAS OF STRENGTH:

- Children's good achievement in Phase 1.
- Students' personal and social development, and their understanding of Islamic values, and UAE heritage and culture.
- The school's protection, care, guidance, and support for all students.
- Leaders' clear vision for the school's continuous improvement.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement in Phases 2 and 3.
- Students' development of their reading, writing and language skills across all phases.
- The quality of teaching, the use of assessment and curriculum adaptation for effective learning across the school.

PERFORMANCE STANDARD 1:
STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.

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

Islamic Education	- Students' achievement in Islamic Education is acceptable overall. It is good in Phase 1. Progress in lessons observed is good in Phase 1, and acceptable in Phases 2 and Phase 3 which matches the school's internal assessment data which indicates acceptable attainment. The end of term 1, 2024 results, indicate weak progress as the large majority of Phase 2 students attain in line with curriculum standards and the minority attain above. - There are no externally benchmarked assessments in Islamic Education. Internal assessment data indicates acceptable attainment in Phase 2 and Phase 3. This matches what was seen in lessons and in students' work where most students attain in line with curriculum standards, which is acceptable. - In Phase 1, the majority of children develop a secure understanding of the stories such as the story of Surat Al-Fil. They can memorise and recite a range of short Surahs and apply Islamic etiquette, such as table manners. In general, students find difficulty reciting the Holy Qur'an verses with accurate pronunciation and reasonable fluency. In Phase 2, most students develop a basic understanding of the overall meanings of the prescribed holy verses and the Noble Hadeeths. They understand the life of the Prophet Muhammad (PBUH) and the key events that had a significant impact on his personality, such as the death of his uncle and his wife. Higher attaining students extract the key points and guidance embedded in the prescribed Surahs and the Noble Hadeeths. Students' knowledge and understanding of the rules of and wisdom behind performing some acts of worship such as fasting are less well developed. In Phase 3, most students develop a basic understanding of factual information about the prescribed Surahs such as the Surat Ar-Rahman and can extract the graces of Allah (SWT) and the scientific miraculousness in some verses. Students' understanding of the precise meanings of Qur'anic and the Noble Hadeeth vocabulary is less well developed in Phase 3. - All student groups make at least expected progress.

Areas of Strength	Areas for Improvement
- Students' memorisation of the prescribed short Surahs in Phase 1. - Students' knowledge and understanding of the life of the Prophet Muhammad (PBUH) in Phase 2.	- Students' fluency and accuracy in reciting the Holy Qur'an, in Phases 2 and 3. - Students' knowledge and understanding of the rules of acts of worship in Islam, in Phase 2. - Students' understanding of the precise meaning of Qur'anic vocabulary, particularly in Phase 3.

Arabic	
	• Students' achievement in Arabic as a First Language (AFL) is acceptable overall in Phases 2 and 3. AFL is not taught in Phase 1. Students' achievement in Arabic as a Second Language (ASL) is acceptable overall in Phases 2 and 3. A majority of children make better than expected progress in ASL in Phase 1. Most students make expected progress in AFL and in ASL in Phases 2 and 3. This does not match the school's internal assessments which indicate that progress is weak in AFL and in ASL in both phases.
• Externally benchmarked assessments, ABT tests in AFL, indicate acceptable attainment in Phase 2 and acceptable attainment in ASL in Phase 2. Internal assessment data for AFL indicates that the large majority of students in Phases 2 and 3 attain in line with curriculum standards. This does not match what was seen in lessons and in students' work. Internal assessment data for ASL indicates that the large majority of students in both phases attain in line with curriculum standards and does not match the acceptable level of attainment seen in lessons and children and students' work.
• In AFL, Phase 2 students answer oral questions on familiar topics using previously learned vocabulary. They read year-appropriate texts and extract key points. They articulate their thoughts using simple sentences with developing skills in using appropriate sentence patterns, grammar and vocabulary. Most students in Phase 3 read and extract main ideas using time, reason, and other adverbial connectives. They converse using previously learned expressions and vocabulary. Their understanding of grammar is developing. Length, richness of vocabulary and accuracy are underdeveloped features of writing. In classroom discussions in AFL and ASL across the school, most students use standard Arabic except for a minority who tend to borrow some words from their local Arabic or English to communicate their ideas clearly. In ASL, Phase 1 children answer oral questions on familiar topics such as name, family members and some classroom objects. They can count in Arabic up to 5. They recognise letters in familiar words. Phase 2 students develop acceptable speaking, reading, and writing skills. They develop basic early literacy skills as they read and write letters and simple words, although they find difficulty reading and writing complete sentences. Phase 3 students can answer oral questions on familiar topics, reading and writing single words and short sentences although their speaking and writing skills are less well developed. Students' listening skills are well developed in both AFL and ASL.
• All groups of students make similar rates of progress in AFL and in ASL.

	Areas of Strength	Areas for Improvement
	• Children's letter recognition skills in ASL in Phase 1.
• Vocabulary acquisition in AFL in Phases 2 and 3.
• Students' listening skills in AFL and ASL across all phases.	• Students' writing skills in AFL and ASL Phases 2 and 3.
• Students' understanding of grammar in AFL in Phases 2 and 3.
• Students' fluency and accuracy to communicate through accurate language structures in AFL and ASL across all phases.

Social Studies	- Students' achievement in social studies is good overall. Internal assessments indicate weak progress in Phase 2, and acceptable progress in Phase 3. In lessons and in their work, the majority of students in both phases make better than expected progress. - Internal assessments indicate most students in Phases 2 and 3 attain in line with curriculum standards., unlike that seen in lessons and in students' work, where the majority of students attain above curriculum standards. There is no external assessment data for social studies. - In Phase 2, students build a secure understanding of the UAE's overall achievements since the declaration of the Union. They grow their knowledge and understanding of the natural resources and the UAE's environment. They learn the national emblems such as the national tree, the national bird, and the national currency. They understand the international relationships of the UAE with other countries. Their understanding of the roles and responsibilities of government sectors such as the Ministry of Health and Prevention and the National Programme for Happiness and Wellbeing is less secure. Students in Phase 3 develop secure knowledge and understanding of the characteristics and hobbies of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) and they appreciate the roles of the founding fathers in establishing the union. With good map reading skills, a broader knowledge and a deeper understanding of the UAE's heritage and culture, students are able to discuss the impact of national values on current achievements and the UAE's contribution to other world cultures. Students' understanding of the relationship between human lifestyles and the environment is less secure. - The majority of student groups make better than expected progress.

Areas of Strength	**Areas for Improvement**
- Students' knowledge of UAE heritage and culture in Phase 2. - Students' understanding of modern and contemporary history of the UAE in Phase 3.	- Students' understanding of the roles and responsibilities of the federal government of the UAE in Phase 2. - Students' understanding of the relationship between human lifestyles and the environment in Phase 3.

English	• Students' achievement in English is acceptable overall. In lessons and students' work most students make expected progress in Phases 2 and 3 and a majority of children make better than expected progress in Phase 1. This does not match the school's internal data which shows that students make good to very good progress in all phases. • The schools' internal assessment data shows that most children and students in Phases 1 and 2 are attaining levels in line with curriculum standards and the majority of students in Phase 3 are attaining above curriculum standards. This does not fully match what is seen in lessons observed and in students' work which shows that attainment is acceptable overall in Phases 1, 2 and 3. • In Phase 1 children are attentive listeners and confident speakers and are able to understand texts, interpret and match letters to sounds. The higher attaining students form words which they use in short sentences. They are confident and enjoy talking about the work that they are completing. Students' writing and reading fluency and comprehension skills continue to develop at a slower pace in Phase 2. By the time students reach Phase 3, they engage confidently with challenging reading materials, exploring literary and structural features. They analyse texts and comment on structure, tone, and character. Students' listening skills are well developed in Phases 2 and 3 though their imaginative and extended creative writing is underdeveloped. The higher attaining students are not challenged sufficiently to help them to read more complex texts and to develop higher-level reading skills, such as prediction and inference, which are less well developed. Students' imaginative and extended creative writing skills are underdeveloped in Phases 2 and 3. • In lessons, there are no significant differences between the rates of progress of girls and boys. Higher attaining students do not make as much progress of which they are capable.

Areas of Strength	Areas for Improvement
• Children's listening, speaking and writing skills in Phase 1. • Students' listening skills In Phases 2 and 3. • Students' skills in reading and analysing challenging texts in Phase 3.	• Higher attaining students' development of higher- level reading skills, such as prediction and inference in Phase 3. • Students' imaginative and extended creative writing in Phases 2 and 3.

| Mathematics | • Students' achievement in mathematics is acceptable overall and it is good in Phase 1. Most students make acceptable progress in lessons overall in Phases 2 and 3. Progress is good in Phase 1. This does not fully align with the school's internal data which shows that children make very good progress in Phase 1 and students make good progress in Phases 2 and 3.
| | • Attainment is acceptable overall. Most students attain in line with curriculum standards in Phases 1, 2 and 3. This matches internal assessment data which indicates that attainment is acceptable in Phases 1, 2 and 3.
| | • In Phase 1, children can count numbers beyond 10 and can link the number symbol with its cardinal number value. They can identify 2-D shapes. In Phase 2, students can calculate the perimeter of regular, irregular and composite shapes and know the difference between a line graph, block graph and pictogram. In Phase 3, students know the sum of angles of a full circle and can calculate unknown angles although they are not confident in applying their knowledge to more complex situations or independently to word problems.
| | • All groups of students make acceptable progress except in Phase 1 where they make good progress. Higher attaining students are not appropriately challenged in some lessons, so they do not always make the progress of which they are capable. |

Areas of Strength	Areas for Improvement
• Children's number work in Phase 1. • Students' knowledge of different types of graphs in Phase 2 and the sum of angles of a full circle in Phase 3.	• Students' development of their mathematical thinking in wider, more complex contexts in Phase 3. • Students' application of mathematical knowledge independently to solve word problems in Phase 3.

Science	• Students' achievement in science is acceptable overall. It is good in Phase 1. In lessons and in their work in books, a majority of children make better than expected progress in Phase 1 with most students making expected progress in Phases 2 and 3. This is not fully in line with the schools' internal assessment data which indicates that students are making good progress in Phases 1, 2 and 3. • The schools' internal assessment data shows that attainment is in line with curriculum standards for children in Phase 1, and students in Phases 2 and 3. This is confirmed by observations in lessons and work in students' books. • In Phase 1, children have a good understanding of the need to respect and care for the natural environment and can identify wild and farm animals. Their exploration skills are insufficiently developed. In Phase 2, students know the parts of a plant and their functions. They can set up simple experiments with teachers' help. They can compare and group everyday materials based on their properties. In Phase 3 students set up experiments to test the properties of metals and non-metals and conservation of mass but are less confident in carrying out scientific investigations independently. Their practical and laboratory skills are insufficiently developed. They cannot draw conclusions and communicate ideas. • Most groups of students make expected progress. Higher attaining students are not challenged in lessons appropriately and do not achieve their potential.

Areas of Strength	Areas for Improvement
• Children's understanding of the need to respect and care for the natural environment in Phase 1. • Students' knowledge of the properties of metals and non-metals and conservation of mass in Phase 3.	• Children's skills in carrying out simple exploration tasks in Phase 1. • Students' ability to carry out scientific investigations, draw conclusions and communicate their findings in Phases 2 and 3.

Other subjects	• Students' achievement in other subjects overall is good, and across all 3 phases. The other subjects sampled in the review were art, information and communication technology (ICT), music, physical education (PE), French and Urdu. The progress of students seen in lessons and in their work is overall good across all phases. This matches with internal data, which is taken from full-year baseline assessments in 2022-2023, indicating good progress in Phase 1 for physical development (PD) and art, and good progress in the Phase 2 for humanities, ICT, art, music and PE. There is no internal or external progress data available for Phase 3, which only consists of Years 7 and 8. • Attainment is overall acceptable across all phases, as seen in lessons and students' work. This does not match with the internally assessed good attainment achieved by children in Phase 1 in their physical development (PD) and art. It matches the internally assessed attainment achieved by students in Phase 2, in humanities, ICT, art, music and PE. • In Phase 1, the majority of children in art work on the theme of animals, making a lion's head using a plate and paper resources to create colourful designs and perfect their cutting and construction skills. They are excited to talk about the designs and explain their work. In Phase 1, Year 1 students are able to use a computer application programme to create an animation about space travel, choosing and adding images to enhance their pictures. In Phase 2, Year 5 students use various types of computer software to generate geometric and 3-D shapes by applying an algorithm to a text-based programme. They learn about calculating angles of triangles, pentagons and solving problems in the construction of their designs. They do not use ICT to research the content of their designs. In Phase 3, Year 8 students in a French lesson learn to speak coherently, with increasingly accurate pronunciation and intonation by playing a game called 'Simon Says' where students respond by translating different body parts in French. They also identify objects around the classroom and introduce members of their family in French. Students do not develop their critical thinking skills sufficiently in other subjects to solve problems independently. • All groups of students make better than expected progress, with no difference between boys and girls.

Areas of Strength	Areas for Improvement
• Students' enjoyment, development of skills and engagement in a range of additional subjects across all phases. • Children's development of skills in art, ICT and PD in Phase 1 and students' skills development in ICT in Phase 2 and French in Phase 3.	• Students' research skills, including the use of ICT to gain more interest in creativity in Phase 2. • Students' development of their critical thinking skills to support them in solving problems more independently across the school.

Learning Skills	- Students' learning skills are acceptable overall. They are good in Phase 1. Almost all students are keen to learn and have positive attitudes towards their learning, especially children in Phase 1 and students across all phases, when engaged in practical activities. Most students in Phases 2 and 3 take responsibility for their own learning and know their strengths and weaknesses. Students know and understand what they have learned and are able to take steps to improve their work in general terms. - The majority of children in Phase 1 can work productively in groups and collaborate well in a range of learning situations. Students in Phases 2 and 3 work productively in groups and interact collaboratively. In all 3 phases students communicate well, listen to their peers, exchange ideas, and share their learning with each other in lessons. - The majority of students make clear connections in their learning to the real world and their everyday experiences. Although teachers' application of learning to real-life situations, problems, and events is a less secure feature in lessons. - Across all phases, children and students can conduct basic research with their teachers' direction. Students' engagement in enterprise and practical investigation is limited and the use of learning technologies is insufficient. Critical thinking and problem-solving skills are developing features of learning.

Areas of Strength	Areas for Improvement
- Children's and students' enjoyment of practical activities in all phases. - Students' collaboration and communication skills across all phases.	- Students' engagement in enterprise and practical investigation activities in Phases 2 and 3. - Students' development of their critical thinking skills and their use of learning technologies to support learning in all lessons 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:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	**Good**	**Good**	**Good**	**N/A**

- Children and students' personal and social development are good overall. Students show, mature and responsible attitudes throughout the school. The majority of students are strongly focused on their learning, are self-reliant and respond well to critical feedback and are always keen to make further progress across all phases.
- The majority of students consistently demonstrate self-discipline in lessons, assemblies and around the school. They are respectful of staff and other students and follow the rules and procedures both in and out of the classroom. A small number of students mainly in Phase 2, are at the early stages of managing their own behaviour and being able to settle fully in lessons. Bullying incidents are rare. Student and staff relationships are mutually respectful across the school. Students contribute confidently to group and whole class discussions and show understanding towards others who may have a different point of view. The majority of students show independence and also work collaboratively in groups where they are supportive of each other.
- Students show good knowledge and understanding of safe and healthy living and the majority make healthy choices. They appreciate information about maintaining good health through talks and information provided by the nurse. Students participate enthusiastically in healthy exercise and activities in PE and additional activities such as football and basketball during breaktimes.
- Students' attendance at 94% is good and they are generally on time for school and lessons.

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

- Students' appreciation and understanding of Islamic values on Emirati society is clearly seen in lessons and assemblies where students make meaningful connections to the UAE. They discuss Islamic values and principles in lessons. For example, they discuss how Emirati people show the best of their deeply rooted traditions during Ramadan and the prevailing values of cooperation, generosity, and forgiveness.
- Students respect the heritage and culture and contemporary life of the UAE. Students and children across all phases sing the national anthem in assembly and recognise the national emblems such as the national flag, currency, and Emirati traditional clothing.

- Students celebrate Islamic events such as the Prophet Muhammad's Birthday (PBUH), Haq Al Laila, and Al Isra'a wal mi'raj. The heritage corners, educational trips to tourist places and UAE landmarks, and students' posts around the school contribute significantly to raising their awareness of Emirati heritage and culture. They celebrate the UAE Union Day, Flag Day, and other national events. Students communicate with their peers in schools in Bangkok and Malaysia which provides insights into some of the similarities and differences in experiences. Their knowledge of other world cultures is relatively narrow.

Social responsibility and innovation skills	Good	Good	Good	N/A

- Students show clear awareness and understanding of their social responsibilities within the school and the community. Students support charitable events and make contributions, for example, to the Red Crescent, that promote students' charitable participation in school. Students are respectful and considerate to others in the school and the community. They regularly volunteer as members of the community to clean areas of the school, including the environment such as planting to grow produce as part of their work in improving the environment and sustainability. They participate in international events, for example, International Women's Day, International Reading Day and Breast Cancer Day.
- Students demonstrate a positive work ethic. Students in Year 5 engage in ICT lessons and show their creativity when using software to design buildings based on geometric shapes and children in Phase 1 create artistic artwork based on animals. Their enterprise, innovation and entrepreneurship skills are less well developed. Students' use of ICT to support their learning in lessons across the school is less well established, limiting the development of their research, problem-solving and critical thinking skills.
- Students enjoy learning and participate enthusiastically in all activities. Students show care for their school by improving its environment through the use of planting projects that maintain the environment and promote sustainability.

Areas of Strength:

- Students' appreciation, knowledge and understanding of Islamic values and Emirati culture.
- Children's and students' positive relationships, mature and responsible attitudes throughout the school.

Areas for Improvement:

- Students' awareness of other world cultures across all phases.
- Students' use of ICT to support their learning in lessons across the school.
- Students' more frequent involvement in enterprise, innovative and entrepreneurship projects in all phases.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

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

- The teachers have secure knowledge of the subject and associated pedagogy. They engage well with the students both as a whole class as well as in small groups. Some of the teachers know their students well. Some of the more experienced teachers use a range of teaching approaches to make the learning interesting, for example, using a method that hooks students' interests.
- Teachers' lesson plans are well structured and detailed. Their planning does not always follow through to what is taught in lessons because teachers do not always keep to the intended content of their lesson plan. Teachers use available learning resources well to engage students in most lessons, particularly in Phase 1, early years foundation stage (EYFS) where children use the word wall to help them to construct short sentences with some attempting to write short stories successfully.
- Positive relationships ensure that there are productive learning environments where all children and students are mostly actively engaged. Teaching is most effective where questioning is used to encourage students to think deeply about different topics and where teachers use challenging questioning to encourage pupils to refine their initial ideas.
- Some teachers do not have high enough expectations of their students. As a result, they do not set appropriate challenge or use skilful questioning to develop students' critical thinking, deepen their understanding or develop their independent learning, innovation and enterprise skills, across the school.

Assessment	Acceptable	Acceptable	Acceptable	N/A

- Internal assessment processes are coherent and provide suitable measures of attainment and progress for individuals and groups of students. The school uses external CAT4, NGRT, PT, and PASS tests to benchmark students' attainment accurately against national averages. Internal assessment information is used to monitor students' progress and to identify gaps in students' knowledge, understanding and skills.
- Assessment data is analysed in depth and progress is tracked using diagnostic tests regularly. Teachers use information gathered from assessments in their planning of lessons and in the organisation of the classroom for different ability groups. As a result, teachers aim to meet the needs of students through lessons and curriculum planning. Teachers' use of such data to plan lessons varies considerably in its impact and effectiveness across the school.
- In most subjects, teachers do not challenge higher attaining students sufficiently to help them make the progress of which they are capable. Students are not yet fully involved in self- and

peer-assessment. Teachers' written feedback does not always provide students with an indication of how well they have done and what it is that they need to do to improve their work further.

Areas of Strength:

- Teachers' good knowledge of their subjects in all phases.
- Teachers' positive relationships with children and students and the purposeful learning environment they create across the school.
- The recorded assessment information that is available across the school.

Areas for Improvement:

- Teachers' assessment practices across all phases to influence their lesson planning to match tasks more closely to the learning needs of all students, especially higher attaining students.
- Teachers' use of a wider range of teaching approaches to provide greater challenge to meet the needs of different groups of students and to promote students' independent learning skills, innovation, enterprise and critical thinking across the school.
- The quality of teachers' marking to ensure that students understand what they have done well and what it is that they need to do to further improve across all phases.

PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

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

- The overall quality of the curriculum is acceptable. It meets the requirements of the National Curriculum for England (NCfE). The curriculum is broad, balanced and meets the needs of most students including those with special educational needs (SEN). Curriculum planning takes place at a whole school level to enable continuity and progression through the structured NCfE. The use of termly plans builds on students' prior learning but this approach varies in its effectiveness, for example in meeting the needs of higher attaining students consistently.
- The curriculum options provided by the school are narrow with few opportunities for students to make choices up to Year 8. There are no subject choices offered in the school as the school currently only has Years 7 and 8 students. Teachers plan cross-curricular links in lessons although they do not do this uniformly across the school.
- There are regular annual reviews of the curriculum including termly adaptations, where appropriate. Phase 1, children in EYFS follow the NCfE curriculum which enables them to link learning across a number of areas they experience as well as their learning skills development.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	N/A

- The school has adapted the NCfE sufficiently well to meet the needs of most children and students. Assessment data, evaluation and monitoring outcomes are used to identify what needs to be revisited to establish students' next steps of learning. This approach is not yet consistent across all subjects. There are few extra-curricular activities to enrich students' learning.
- The curriculum meets the needs of most children and students including to some extent those with SEN and gifted and talented (G&T). The curriculum contains some enterprise and innovation activities for students, but these do not consistently stretch higher attainers. Teachers do not include such activities consistently in their teaching.
- The curriculum supports students' appreciation, knowledge and understanding of Emirati culture and UAE society well.

Areas of Strength:

- The use of the EYFS curriculum in Phase 1.
- The good development of students' appreciation, knowledge and understanding of Emirati culture and UAE society through the curriculum in all phases.

Areas for Improvement:

- Teachers' adaptation of the curriculum so that they develop students' skills, including higher attainers' enterprise and innovation in lessons in all subjects and phases.
- Curriculum adaptation that better meets the needs of all students, including those with SEN and G&T in all phases.

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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	N/A

- The school has effective safeguarding, child protection and anti-bullying policies. The principal is the child protection officer. The policy is reviewed annually. All staff know how to safeguard students and themselves and the procedures to follow if a concern regarding child protection arises. The school communicates its policies and procedures to staff, students and parents. There are no recorded incidents of bullying in the school. If students fall out with each other, the school contacts parents and the matter is resolved with the notes of the meeting kept.
- The school provides a safe, hygienic, and secure environment for students and staff. The school undertakes risk assessments when planning for students to engage in any activities. Evacuation drills are carried out towards the end of each term. Students are always properly supervised around the school and on school transport to ensure their safety. Buildings and equipment are very well maintained. For the maintenance of premises, the school has a contract with external companies for pest control, air conditioning, and water tank cleaning. The school maintains comprehensive and secure records, including records of incidents and subsequent actions. The school premises and facilities provide an inclusive environment which meets the needs of all students, including students with SEN.
- The school promotes safe and healthy lifestyles. The clinic provides good support to students. Healthy living is a high priority and influences all aspects of student life strongly.

Care and support	Good	Good	Good	N/A

- Staff have positive relationships with students and are aware of the needs the students in their care. Systems and procedures for managing students' behaviour are effective, although there is minor disruption in a small number of lessons predominantly in Phase 2, where students are still learning to manage their behaviour. The code of behaviour is understood by the whole school community.
- Leaders provide accurate records of attendance and punctuality, including follow up of late arrivals and unauthorised absences.
- The school has specialist staff who assist with systems to identify students with SEN and those who are G&T.
- The intervention provided, especially for students in waves 2 and 3, matches well to students' needs and contributes to their outcomes. The quality of the support enables most SEN students to make consistent personal and academic progress. All G&T students have an advanced

learning plan but its use to support learning in lessons varies considerably and this impacts negatively on students' achievement.

- The wellbeing and personal development of all students are closely monitored. This information is used to provide effective personal guidance and support for careers information across the school.

Areas of Strength:

- The successful and productive student relationships.
- The school's safe and secure premises and facilities.
- The school's good promotion of safe and healthy lifestyles.

Areas for Improvement:

- The positive behaviour management of a small number of students unable to settle fully in some lessons, mainly in Phase 2.
- The school's support and challenge for students with G&T in lessons in all phases.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.	
Indicators:	
The effectiveness of leadership	**Good**

- The principal, well supported by both senior and middle leaders, sets an ambitious, clear vision and direction for continuous school improvement. Leaders demonstrate full support for the UAE national and Emirati priorities. The school provides an inclusive, supportive, and mutually respectful learning community. Leaders clearly demonstrate the capacity to improve students' academic and personal achievement in order to raise students' attainment further across the school. This is now evident in children's achievement in Phase 1. Most leaders demonstrate good knowledge of the curriculum and best practice in teaching, learning and assessment processes.
- Leaders have successfully established teacher training processes that are supporting improvements in teaching, learning and classroom practice. Overall, this is having a positive impact on students' achievement. Teachers' use of assessment to plan for the individual learning needs of students lacks consistency. Leaders have additional subject leader roles as a result of the small number of experienced staff. Teachers and support staff have clear roles and responsibilities. The school meets regulatory and statutory requirements.

Self-evaluation and improvement planning	**Acceptable**

- The school's self-evaluation (SEF) and analysis of internal and external data provides information that supports the progress now being made by children and students across the school, particularly in Phase 1. The SEF identifies priorities for school improvement to inform school improvement plans. The SEF is broadly accurate although it is generous in some of its judgements, not reflecting fully the overall quality of provision. There is a need for leaders to monitor further and more effectively the quality of teaching, learning and assessment to identify best practice. There is good progress being made over time which supports the initiatives introduced to raise students' achievement. Leaders have used the UAE School Inspection Framework appropriately to support analysis in the SEF. School improvement plans also include the evaluation points from the SEF. Performance management, including lesson observations, is well established and middle leaders regularly monitor teaching and learning and its impact on students' learning. Well focused professional development is helping to raise the quality of teaching and learning especially in Phase 1.

Partnerships with parents and the community	Good

- Parents value their inclusion in the work of the school and are overall supportive of the school's work to support them. Parents confirm that the school regularly provides information that enables them to support their child with work and activities at home. Communication systems through information letters, the telegram system, emails, telephone and meetings with parents are well established, regular, and supportive. Parents state that they feel included in the education of their child as they are regularly informed about the learning taking place. Regular termly progress report cards provide parents with information of their child's performance, which is followed by a parent and teacher meeting often using video conference to discuss the report. Parents feel welcome to contact both teachers and leaders to discuss their child's progress. Parents confirm that there is a well-established and supportive school community of parents who regularly support school activities, events, and celebrations. Students and their families regularly contribute to charitable events. Parents participate fully in national and international events such as National Day and Flag Day, International Reading Day, and Breast Cancer Day.
- There are good international links established where students communicate with other students in schools in Malaysia and Bangkok. As a result, students are able to compare and exchange experiences and ideas.

Governance	Acceptable

- The school governing board includes the owner, the principal, and external representatives, including parents. The chair of governors is a parent. There are regular meetings of the governing board. Parents gain an overview of the schools' work and the support for students. Governors have clear roles and responsibilities with appropriate procedures for monitoring the quality of teaching, learning and students' progress. Governors have suitable knowledge of the SEF and school improvement documents and monitor the achievement of students through students' performance data. Governors gain the views of parents through parental representation on the board, parent surveys and discussions with groups of parents.

Management, staffing, facilities and resources	Acceptable

- The day-to-day management of the school is acceptable overall. The buildings are of good quality and well maintained. Senior leaders and maintenance staff ensure a safe and secure environment for learning. Learning resources across the curriculum contribute effectively to students' progress, although students have little access to electronic resources in classrooms across subjects and phases. Staff are well qualified, and the school provides regular and

effective training and teachers, and support staff benefit from regular professional development through school-led training, support training from SPEA and through partner schools.

Areas of Strength:

- Leaders' effectiveness in raising achievement in Phase 1.
- The school's effective and supportive partnership with parents.
- The school's improving professional development program that is helping to strengthen the quality of teaching and learning.

Areas for Improvement:

- Students' access to ICT resources in all lessons in order to support the development of students' reading, research, enquiry and independent learning skills.
- The accuracy of the SEF so that judgments reflect fully the quality of provision.
- Leaders' monitoring of teaching and learning to identify good practice in teaching and learning.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has 21% of students who speak AFL and 79% of students who are speakers of ASL. There are 2 Arabic AFL teachers with a teacher to student ratio of 1:33 and 3 ASL teachers providing a ratio of 1:106.
- The school has over 100 Arabic books in the library.
- In the classroom students read textbooks, and other books are read by the teacher.
- Students participate in several initiatives and competitions related to the curriculum. There is an Arabic Club for those students' requiring intervention. There is strong and regular engagement with parents.
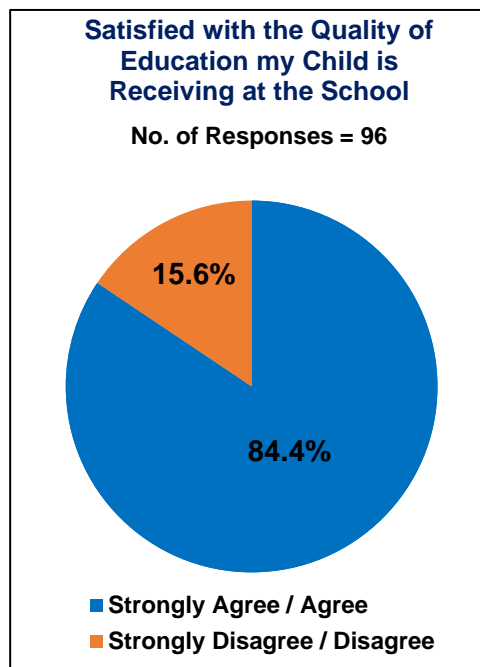
The school's use of external benchmarking data

- For Progress Tests in mathematics, English and science, CAT4 and ABT (Arabic), 38% of the total population take the tests in Years 4 to 8. For NGRT and PASS from Years 2 to 8, it is 62%. For Mubakkir it is 10% from FS2 to Year 3 and for TALA 10% for Years 4 to 8.
- The school prepared students for the TIMSS assessment using the Celebry platform.
- The school shares reports with students and through gap analyses.
- The school sends the relevant reports home to parents.

Provision for KG

- There are 5 teachers, 5 teaching assistants and 4 support staff providing a teacher to child ratio of approximately 1:18.
- The indoor environment and learning resources comprise of soft play equipment, a roleplay house, living area majlis seating and a range of indoor play equipment.
- The outdoor environment and learning resources include a sand pit area, mud kitchenette, outdoor investigation small world area, play gym, hopscotch, cycling track, open astro turf and garden beds.
- The arrangements for induction when children start school include a parents' orientation day and a range of meetings to enable them to gain a clear picture of the provision being made for their child. The first week in school includes planned activities to help each child settle confidently and for some a shorter day is arranged. Children's transition to Year 1 is supported by teachers from both phases meeting to discuss the transfer, A series of parents' transition workshops take place to share expectations. A range of communication including emails and newsletters related to wellbeing and transition support is shared by the school with parents.

VIEWS OF PARENTS

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

No. of Responses = 96

- Strongly Agree / Agree — 84.4%
- Strongly Disagree / Disagree — 15.6%

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in Phases 2 and 3 by:
  - increasing teachers' accurate identification of curriculum gaps in students' learning, skills and knowledge across all subjects and topics.
  - enabling teachers to accurately monitor the progress of students' progress and attainment.
  - securing teachers' rigorous use of assessments to plan learning well-matched to all students' needs with challenge for G&T and higher attaining students across all phases.
  - developing leaders monitoring to embed good practice in teaching, marking and formative feedback to students in order to raise the quality of students' achievement further.

- Improve students' development of their reading, writing and language skills across all phases by:
  - implementing an effective reading scheme appropriate to support students with English and Arabic as a second language (ASL), including accurate reading records.
  - increasing the range of library resources and reading material to support students at different reading levels in both English and Arabic languages.
  - enhancing student's fluency and accuracy in communication in ASL in Phases 2 and 3.
  - promoting higher attaining students' higher-level reading skills, including prediction and inference specifically in Phase 3.
  - extending students' writing skills in all phases.

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- Improve the quality of teaching, use of assessment and curriculum adaptation for effective learning across the school by:
    - using assessment data to monitor students' individual progress rigorously and at regular intervals, particularly SEN, G&T and higher attainers.
    - strengthening the accuracy of the SEF so that judgements reflect fully the quality of provision.
    - using the outcomes of monitoring to consistently inform lesson planning.
    - using questioning to assess the level of students' understanding, to deepen their knowledge and thinking skills and to refine their initial ideas.
    - ensuring regular and constructive marking with accurate attention to students' language development, subject knowledge, and skills development.
    - enabling access to ICT in all lessons in order to support the development of students' reading, research, enquiry and independent learning skills.
    - strengthening students' research, critical thinking, enterprise, and innovation skills across the school.

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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.