



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**GULF ASIAN ENGLISH SCHOOL**

21-24 November, 2022

**Overall Effectiveness**

**GOOD**



إتقان ITQAN





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## PURPOSE AND SCOPE

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

### Purpose

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

### Scope

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

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

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

**Performance Standard 1: Students' achievement**, comprising:

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

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

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

**Performance Standard 3: Teaching and assessment**, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

**Performance Standard 4: Curriculum**, comprising:

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

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

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

**Performance Standard 6. Leadership and management**, comprising:

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



## Judgements

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

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




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

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





## SCHOOL INFORMATION

School	School ID	195	
	School location	Muweilah Sharjah	
	Establishment date	1976	
	Language of instruction	English	
	School curriculum	Indian	
	Accreditation body	CBSE	
	Examination Board	Central Board of Secondary Education (CBSE)	
	National Agenda Benchmark Tests/ International assessment	PISA, TIMSS, PIRLS, CAT4, EmSAT, ASSET & PBTS,	
	Fee range	4800-72500 AED	
	Principal	Dr. Nasreen Banu BR	
	Chair of Board of Governors	Muhammed Salman Ibrahim	
Staff	Total number of teachers	252	
	Total number of teaching assistants	4	
	Turnover rate	9.52	
	Main nationality of teachers	Indian	
	Teacher: student ratio	1:25	
	Students	Total number of students	6317
		Number of Emirati students	0
		KG: number and gender	F:583 M:632
		Primary: number and gender	F:1373 M: 1580
		Middle: number and gender	F:597 M:647
		High: number and gender	F:443 M:462
Nationality groups		1. Indian 2. Pakistani	
Total number of students with special educational needs		24	

## PROGRESS JOURNEY

Previous Inspection in 2019:	Current Review:
<b>ACCEPTABLE</b>	<b>GOOD</b>



## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 9 reviewers, 219 lesson observations, 37 of which were carried out jointly with school leaders.

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

The school's overall effectiveness is Good. This is an improvement since the last inspection. The school has taken positive actions on all the areas for improvement. Student attainment and progress in lessons has improved to good in KG, and all subjects in Phase 3 and 4. However, in Phase 2, most subjects are still acceptable. Students' personal and social development has improved to very good. There has been intensive training that has led to good teaching practices in KG, Phase 3 and 4. The curriculum is consistently reviewed and expanded by adding more languages and media. The school has placed emphasis on developing critical thinking and problem-solving, and cross-curricular links are managed well. The identification, protection, care, guidance and support of students remains good, although gifted and talented students still need further challenge. Overall, leadership has improved as knowledge and implementation of best practice, training for teachers, use of assessment, individualized programmes for students and compliance to the UAE national agenda are all effectively in place and have had a positive impact on outcomes across the school.

### **KEY AREAS OF STRENGTH:**

- Students' positive and responsible behaviour and attitudes to their learning.
- Improvement in teaching, attainment and progress in subjects in KG and Phases 3 and 4.
- The focus on reading and literacy skills and technical vocabulary across the school.
- Teachers' use of assessment to identify strengths and learning gaps to inform future lesson planning.

### **KEY AREAS FOR IMPROVEMENT:**

- Attainment and progress especially in Phase 2.
- Best practice in teaching and learning in Phase 2.
- Student's use of technology in lessons in KG, and Phases 2 and 3.
- Provision for gifted and talented students.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Good

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





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic Education is good overall. In lessons and in their work, the majority of students make good progress in Phases 2, 3 and 4. This is matched with the school's internal data which shows students make good progress in Phases 2, 3 and 4.</li><li>• Internal assessment data shows attainment as outstanding in Phases 2 and 3, and very good in Phase 4. This is not seen in lessons and in students' works where overall the majority of students attain above curriculum standards in Phases 3 and 4, and most attain in line with curriculum standards in Phase 2. No external assessment data was available.</li><li>• In Phase 2, students develop good Islamic values and principles. They can describe the ruling and benefits of Friday prayer. They can analyse the best acts in Islam. They understand the pillars of Islam and faith. They infer the benefits of Ramadan Month. In Phase 3, students can explain the concept of voluntary fasting. They can describe the role of the Messenger of Allah (PBUH) in the stability of his family. They can also distinguish between the ruling of joining and shortening of prayer. In Phase 4, students understand the concept of tolerance and its effect on society. They understand the concept and the parts of the 'Unseen'. However, students' accurate reading of Holy Qur'an verses and students' skills in memorizing Hadeeth Sharif are less developed.</li><li>• Overall, the majority of groups of students make better-than-expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' understanding of Islamic values and principles.</li><li>• Students' knowledge about Seerah (Life of the Prophet PBUH).</li></ul>	<ul style="list-style-type: none"><li>• Students' accurate reading of Holy Qur'an verses.</li><li>• Students' skills in memorizing Hadeeth Sharif.</li></ul>



Arabic	<ul style="list-style-type: none"><li>• Students' achievement in Arabic as a second language is acceptable overall. In lessons and in their work, most students make acceptable progress in Phase 2, and the majority make good progress in Phases 3 and 4. This is not in line with the school's internal data, which shows students make good progress all phases.</li><li>• Internal assessment data shows attainment as outstanding in Phase 2, good in Phase 3 and very good in Phase 4. This is not seen in lessons attainment is acceptable in Phases 2; and good in Phases 3 and 4.</li><li>• Students in Phase 2 develop secure comprehension skills. They read aloud clearly but with notable mistakes in pronunciation. They scan age-appropriate texts and find out key and specific information. They express their ideas using short sentences with a limited range of previously learned vocabulary. Their paragraph writing skills are developing. Students in Phase 3 develop good comprehension skills. They analyse narrative texts, identify main elements, and retell stories using their own connected sentences. They write short paragraphs with notable mistakes in grammar. Students in Phase 4 make good progress in discussing familiar and unfamiliar topics using proper sentence patterns and vocabulary. However, pronunciation and writing skills are less well developed in all phases.</li><li>• Overall, the majority of groups of students make better than expected progress. Higher- and lower-attaining students, SEN students and the gifted and talented do not always achieve their potential. Girls generally perform better than boys.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' comprehension skills, in Phase 3.</li><li>• Students' discussion skills, in Phase 4.</li></ul>	<ul style="list-style-type: none"><li>• Pronunciation and writing skills in all phases.</li><li>• Use of a wider range of vocabulary in Phase 2.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>Students' achievement in social studies is good overall. It is acceptable in Phase 2. In lessons, a majority of students make better than expected progress in Phases 3 and 4, with most of Phase 2 students making acceptable progress. This does not match with the school's internal data which shows very good progress in Phase 2, acceptable progress in Phase 3 and good progress in Phase 4.</li><li>The school's internal assessment data shows outstanding attainment in Phases 2, and very good in Phases 3 and 4. This is not seen in lessons and in students' books where, overall, the majority of students attain above curriculum standards, and acceptable in Phase 2.</li><li>In Phase 2, most students show ability in identifying ways to conserve resources recycling and reducing plastic waste. Students' understanding of the negative impact of human population growth on resource conservation is limited. In Phase 3, the majority of students are able to discuss the importance of water bodies in trade and economic growth. In Grade 9, the majority of students show secure knowledge of the growth and development of UAE from 1990-2012, peacekeeping and the Gulf War. Students' ability to connect past historical events to present is limited.</li><li>Overall, the large majority of all groups of students including SEN students, make better than expected progress in Phases 3 and 4 and girls make better progress than boys.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' awareness of recycling processes.</li><li>Students' appreciation and understanding of the spirit of loyalty to the UAE.</li></ul>	<ul style="list-style-type: none"><li>Students' understanding of the impact of humans on resource conservation.</li><li>Students' understanding of connections between past historical events and the present.</li></ul>



English

- Students' achievement in English is good overall. It is acceptable in Phase 2. In lessons and in their work, the majority of students make good progress in KG, Phases 3 and 4 and acceptable progress in Phase 2. The school's internal data shows all students make very good progress in KG, Phases 2 and 3. Progress in Phase 4 is good.
- CBSE external results are outstanding. Internal assessment for KG, Phases 2 and 4 show attainment as outstanding and very good in Phase 3. This is not seen in lessons and in students' books where, overall, the majority of students attain above curriculum standards except in Phase 2 where most students attain in line with curriculum standards
- In KG, children build their knowledge of diagraph to blend and read a range of 'sh' words and frame sentences by using them. By the end of Phase 2, students make progress to make diary entries of their feelings and emotions using a suggested format. By the end of Phase 3, students have a greater understanding of elements of writing and can analyse the theme of a story and appreciate the style of writing. However, their extended writing skills are still a developing feature. In Phase 4, a large majority of students use technology to research on cross-curricular scientific themes such as X-ray machines. They compare and contrast them using Venn diagrams and relate it to sustainability development (SDG) goals. Most students across the phases are able to read with accurate stress, pause and intonation and give feedback to their peers using a reading rubric. However, reading with intonation and fluency is still developing in Phases 2 and 3, although this is accurate by Phase 4.
- Overall, the majority of groups make better than expected progress. Girls make better progress than boys.

**Areas of Strength**

- Students' independent writing and research skills particularly in Phase 4.
- Students' reading skills and skill when giving feedback to peers using rubrics.

**Areas for Improvement**

- Students' extended writing skills particularly in Phase 3
- Students' reading skills using intonation and fluency across Phases 2 and 3.



<b>Mathematics</b>	<ul style="list-style-type: none"><li>Students' achievement in mathematics is good overall. In lessons and in their work, the majority of students make good progress in all phases. This does not match with the school's internal data for Phases 2 and 3 where the progress is very good; but aligns with the good progress in KG and Phase 4.</li><li>External CBSE results indicate acceptable attainment for Grade 10 and 12 students in 2022. Internal assessment data shows attainment is very good. Attainment as seen in lessons was good across all phases.</li><li>Children in KG securely identify, compare, skip and add two-digit numbers. In Phase 2, students can perform basic mathematical operations, interpret data and find different types of fractions in various geometric shapes and list their properties. Minority of students in the Phases 2 and 3, find it difficult to relate their mathematical thinking to real life context especially while applying operations with decimals and fractions. The ability to analyse, interpret and apply different forms of data is well developed among older students. In Phase 4, students confidently use the formula to calculate the area and perimeter of different shaped objects in real life. They can also use factorial expressions in understanding probability. Students' use of IT skills in lessons to research is limited, although it is observed in lessons of Phase 4.</li><li>Overall, the majority of groups of students make better than expected progress. Students with special educational needs and gifted &amp; talented students also make good progress. In Phase 4, boys make better progress than girls whereas it is girls who make better progress in other phases.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' skills to perform basic mathematical operations in Phase 2.</li><li>Skills of data interpretation to real life context in Phase 4.</li></ul>	<ul style="list-style-type: none"><li>Operations of fractions and decimals to real life in Phases 2 and 3.</li><li>Application of mathematical concepts to real-world problem solving.</li></ul>



<b>Science</b>	<ul style="list-style-type: none"><li>Students' achievement in science is good overall. It is acceptable in Phase 2. In lessons and in their work, the majority of students make good progress in KG and in Phases 3 and 4 and acceptable progress in Phase 2. This does not match with the school's internal data which shows all students make outstanding progress in KG, Phases 2 and 3 and very good in Phase 4.</li><li>CBSE results are good in 2022 and very good overtime in Phase 4. Assessment data for KG, Phase 2 and Phase 3 show attainment as very good and good in Phase 4. This is not seen in lessons and in students' books where, overall, the majority of students attain above curriculum standards in KG, and Phases 3 and 4 while in Phase 2 most students attain in line with curriculum standards</li><li>In KG, children know the differences between domestic and wild animals and have a good understanding of transparent and opaque objects. In Phase 2 students can define camouflage and aestivation and how these are linked with adaptations. In Phase 3, students have a good understanding of sexual and asexual reproduction in plants and sex chromosomes in humans. They know how to distribute electrons in different shells according to the Bohr-bury rule but cannot link that knowledge with the reactivity of different atoms. In Phase 4, students have developed a good understanding of active and passive immunity. They can explain electron emission and work function, however, they need support to link these aspects to the industry. In Phases 2 and 3, students' experimental and investigative skills are underdeveloped as they have limited access to science laboratories.</li><li>Overall, the majority of groups of students make better than expected progress. Higher attaining students do not progress as well as they could, particularly in Phase 2, because their investigative skills are still developing.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' knowledge and understanding of active and passive immunity in Phase 4.</li><li>KG children's knowledge of differences between domestic and wild animals.</li></ul>	<ul style="list-style-type: none"><li>Students' experimental and investigative skills in Phases 2 and 3.</li><li>Student's use of knowledge scientific to make links to industrial processes.</li></ul>





<b>Other subjects</b>	<ul style="list-style-type: none"><li>• Students' achievement is good overall.</li><li>• In Urdu, Hindi and Malayalam it is acceptable in Phase 2, and good in Phases 3 and 4. Internal data indicates that students make very good progress in Phases 2, 3 and 4. However, in lessons, students' progress in Phase 2 is acceptable, and good in Phases 3 and 4. Internal assessment data in Phase 3 and 4 show attainment is very good in Urdu, Hindi, Malayalam. However, in lessons, attainment is only good. Attainment in Phase 2 is acceptable.</li><li>• In commerce (accountancy, marketing, economics, business studies) in Phase 4, students demonstrate good critical thinking skills in marketing. Students' achievement in Indian social studies is good overall. In Phase 4, students make very good progress, as they explore historical contexts.</li><li>• Art is acceptable overall across the school. Creativity is good in KG but not for most in other phases, In KG children use finger paint to create pictures of peacocks. In Grade 10, students create collage posters of their own choice.</li><li>• PE is good overall across the school. A variety of sports such as football, cricket, swimming and basketball are enjoyed by students. In karate, in Grade 8, students show good stance as they perform basic back punches.</li><li>• Computer science internal assessments and lessons are very good. External CBSE results in Grade 12 are outstanding. Students in Grade 12 use a variety of coding techniques to aggregate data on employees in different Emirates although they do not always check the efficiency of the codes. Media in Phase 4 is a new subject. Students are able to create path animations.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Speaking skills in Urdu in Phases 3 and 4.</li><li>• Student knowledge and understanding of Indian history and politics.</li></ul>	<ul style="list-style-type: none"><li>• Student checks on efficiency when computer coding.</li><li>• Students' creativity in art.</li></ul>



<b>Learning Skills</b>	<ul style="list-style-type: none"><li>Students' learning skills are good overall, except in Phase 2 which is acceptable. Students enjoy learning and have positive attitudes towards their work. KG children make appropriate choices when provided with a range of tasks and work independently. Their ability to work independently is inconsistent in Phase 2. Older students take increasing responsibility for their own learning as they move through the school.</li><li>Students interact and work collaboratively well in pairs and small groups. They communicate their ideas clearly with their peers and teachers. On occasions, group discussions are dominated by an individual and not all contribute equally.</li><li>Students apply their learning clearly to their understanding of the world and readily transfer learning and skills between subjects with their teachers support. For example, in a Grade 10, mathematics lesson students made meaningful connections by using formulae to calculate area and perimeter of the playground floor plan, make a house plan and use patterns as an art form. In Phase 2, such connections are not clearly evident in Arabic, science and English lessons.</li><li>Students' ability to think critically is developing successfully and is incorporated in most lessons. In lessons students in Phase 4 used digital devices well for inquiry but in Phase 2 students do not use their ICT skills sufficiently in school to research or present their work, though they do for homework. Students' innovation skills are prominent in project work in lessons. Overall, enterprise skills need further development across all subjects.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' positive attitudes and responsibility towards their learning.</li><li>Students' interaction, collaboration and communication skills.</li></ul>	<ul style="list-style-type: none"><li>Enterprise skills across all phases.</li><li>Students' use of ICT and learning technologies in lessons in Phase 2.</li></ul>



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

Indicators:	KG	Phase 2	Phase 3	Phase 4
<b>Personal development</b>	<b>Very good</b>	<b>Very good</b>	<b>Very good</b>	<b>Very good</b>
<ul style="list-style-type: none"><li>Students' personal and social development and innovation skills are very good overall. Students have positive and responsible attitudes. They are self-reliant and seek and respond very well to critical feedback. students' council supports students and helps them across all phases.</li><li>Students' very positive behaviour contributes to a harmonious learning community. Students are aware of the code of conduct. School conducts awareness programme for good behaviour. Anti-bullying awareness programme conducted in the school. Bullying is very rare.</li><li>Students are sensitive to the needs and differences of others and consistently help and support their colleagues. As a result, relationships between students and staff are respectful and considerate. Students celebrate Teachers' Day and show their appreciation to their teachers.</li><li>Students demonstrate a secure understanding of safe and healthy living. They usually make wise choices about their own health and safety. They initiate and participate in activities that promote safe and healthy lifestyles. They bring homemade healthy food to school.</li><li>Students' attendance is good at 94.6%, and almost all students are punctual for school and lessons.</li></ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Students demonstrate a clear understanding of Islamic values and how they influence life in the UAE. They can provide a variety of examples of how these values influence people's lives.</li><li>Students are knowledgeable and respectful towards traditions and heritage of the UAE. They have been involved in a range of national and cultural activities such as National Day, Martyr's Day and Flag Day.</li><li>Students have clear understanding of their own and other cultures. They participate in a range of events to deepen their understanding of other cultures, for example the Ethnic Day and</li></ul>				



International Children's Day, the Kerala Piravi celebration, Gandhi Jayanthi celebration and Indian Republic Day.				
<b>Social responsibility and innovation skills</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• Students are active in community involvement, volunteering and social contribution. They understand their responsibilities as members of a school community. Students participate in different volunteer activities such as charity drives, blood donation camps, cyber-security awareness programs, gardening, and giving food to laborers.</li><li>• Students demonstrate resilience in completing tasks. For example, students display innovation in the "automated lane conversation" method to ease traffic congestion. Students' innovation and enterprise in Phase 2 are less developed.</li><li>• Students demonstrate a good understanding of the benefits of sustainability. They participate in activities to promote conservation in the community by planting trees and cleaning campaigns.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Students' positive attitudes, behaviour, relationships, and self-discipline.</li><li>• Students' appreciation and understanding of Islamic values and Emirati culture and heritage.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• Opportunities for community involvement, volunteering and social contribution.</li><li>• Innovation and enterprise skills in Phase 2.</li></ul>				



## PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Phase 2	Phase 3	Phase 4
<b>Teaching for effective learning</b>	<b>Good</b>	<b>Acceptable</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The overall quality of teaching and assessment is good. Most teachers demonstrate good subject knowledge and plan lesson activities that engage students in their learning.</li><li>Lessons are planned carefully, taking on board prior knowledge of the students, their interests and end-of-the-lesson reflections add to the effective lesson planning in almost all lessons. Teachers use time and resources, including IT, effectively and provide interesting learning environments to enable all groups of students to be successful learners. This is less evident in Phase 2.</li><li>Teachers' questioning and dialogue in the lessons are of mixed range. They include open questioning to probe students' prior knowledge, encourage them to think and reflect on themselves. Interactions between teachers and students ensure that students are engaged in learning.</li><li>Teachers across the school successfully use group activities to allow students from different groups progress their learning according to their needs and ability. Innovation is a developing feature in the school.</li><li>Teachers provide work that involves problem-solving and research activities so that students develop their critical thinking skills and innovation. However, those skills are still developing features.</li></ul>				
<b>Assessment</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The school carries out regular assessments of students' attainment in key subjects and links them to school's curriculum and reviews them regularly to produce valid data of students' progress.</li><li>The school uses TIMSS, PISA and ASSET for national and international benchmarking and CAT4 for their baseline tests as well as internal diagnostic assessments.</li><li>The assessment information is analysed well and trends and patterns of attainment are identified. The individual progress of students is tracked in lessons and used in curriculum and lesson planning.</li><li>Assessment data is used when modifying lessons and the curriculum to accommodate the needs of all students, though the high achieving students can be challenged further.</li><li>Most teachers give oral feedback to students on their work. They mark students' work with helpful written feedback. Teachers involve students in self and peer assessments although this is not consistent across all subjects and grades, particularly in UAE social studies and science.</li></ul>				



**Areas of Strength:**

- Teachers' subject knowledge and detailed planning of lessons.
- Regular assessments of students' attainment in key subjects and linking them to the school's curriculum.

**Areas for Improvement:**

- The integration of critical thinking and innovation skills in lessons especially in Phase 2.
- Modification of lessons to further challenge the higher-attaining students.





## PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Phase 2	Phase 3	Phase 4
<b>Curriculum design and implementation</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The overall quality of the curriculum is good. The fully compliant curriculum has a clear rationale, is balanced and offers a variety of subjects and activities that meet the interests and needs of all groups.</li><li>Curriculum planning ensures continuity and progression. It builds on prior learning at each stage and meets the learning needs of most students, particularly those in the Phase 4.</li><li>Older students are well prepared for their future education and students are well prepared for transitions into the next phases.</li><li>Cross-curricular links are built in the curriculum across all subjects and phases. For example: linking Arabic language with Islamic education and social studies, and English with science and mathematics.</li><li>The curriculum is reviewed twice a year by senior and middle leaders. It is not clearly evident that the curriculum has been fully modified across Phase 2.</li></ul>				
<b>Curriculum adaptation</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Teachers modify the curriculum to meet the needs of most students, though it does not always adequately meet the specific needs of the gifted and talented.</li><li>The curriculum offers a range of subjects and programmes to enhance learning for students such as media and Urdu. A broad range of academic subjects, computing, physical, health education and arts are available. Extra-curricular activities offer a range of clubs and activities. However, students have limited opportunities to be innovative and develop their enterprise skills sufficiently.</li><li>In most lessons learning experiences help students make effective links between their programmes and the UAE context.</li></ul>				
<b>Areas of Strength:</b> <ul style="list-style-type: none"><li>The range of cross-curricular links.</li><li>The promotion of students' understanding of UAE culture and heritage.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>Curriculum adaptation to consistently offer challenges to higher-attaining students.</li><li>The consistent provision of opportunities to develop students' enterprise skills.</li></ul>				



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

Indicators:	KG	Phase 2	Phase 3	Phase 4
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• The protection, care, guidance, and support of students is good overall.</li><li>• The school has rigorous procedures for the safeguarding of students including child protection. All staff, students and parents are fully aware of these. The school is very effective in protecting students from all forms of abuse, including bullying and via the internet and social media.</li><li>• The school provides very safe, hygienic and secure environment for students and staff. Safety checks are frequent and thorough, supervision of students is highly effective at all times including on school transport. Registers to track students are effective in keeping them safe. Medicines and hazardous materials are logged and stored safely in locked storage areas.</li><li>• Routine checks, maintenance, and safety protocols are in place to keep the premises safe. Premises are monitored regularly to meet health and safety requirements. Records for maintenance work are kept up to date.</li><li>• Combined with the school's effective approach to health and safety, all students including those with special needs thrive in the safe and hygienic environment.</li><li>• Healthy living is systematically built into most aspects of school life. In all age groups, a range of workshops and topics within the curriculum provide opportunities for students to develop an understanding of healthy eating and lifestyles.</li></ul>				
<b>Care and support</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• Staff have positive and purposeful relationships with all students. Leaders ensure that students are well supported and feel happy, secure, and safe during lessons. Classroom rules, the behaviour policy, and arrangements for student counselling and teachers are clearly set out and shared.</li><li>• Effective procedures to promote attendance and punctuality are in place. The school is successful in promoting good attendance and punctuality overall. Students' attendance is marked every period even for those who are attending online.</li><li>• The SEN Coordinator (SENCO) manages thorough procedures in place, to identify and support SEND students, those who are gifted and talented and those with lower achievement. However, identification of high achievers is an inconsistent feature.</li></ul>				



- There is appropriate support provided to SEND students outside the classroom by the school SENCO in Arabic, English and Math. Subject teachers also provide special learning support to carry out the individual education plans and ensure students of determination receive the support they need to make at least acceptable progress. However, support is inconsistent across all phases.
- The school provides effective career and individual academic counselling to Phase 4 students and holds regular meetings to advise parents on future choices. Students have dedicated career information days that provide them with advice sessions.

**Areas of Strength:**

- Effective procedures to support the care, welfare and safeguarding of students including child protection.
- The promotion of students' safe and healthy lifestyles.

**Areas for Improvement:**

- Ensure consistent support to SEND and gifted and talented students during lessons across all Phases.
- Enhance support for high achievers across all phases.



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

### Indicators:

<b>The effectiveness of leadership</b>	<b>Good</b>
<b>Self-evaluation and improvement planning</b>	<b>Good</b>
<b>Partnerships with parents and the community</b>	<b>Good</b>
<b>Governance</b>	<b>Good</b>
<b>Management, staffing, facilities and resources</b>	<b>Acceptable</b>

- The principal, governors and leaders set a clear vision founded on inclusion and the UAE National Agenda.
- All leaders' secure knowledge of the curriculum, based on best practice, supports raising achievement in higher phases and KG. This is reflected in professional relationships, communication and morale. This is not yet as effective in Phase 2. Leadership, delegated through a large SLT, are accountable for improving outcomes. They clearly understand how to remove barriers and have the capacity to make improvements through innovative thinking. They have successfully made improvements in most subjects and all standards which have progressed the school.
- A systematic, realistic, self-evaluation process informed by effective monitoring of student achievement, is linked to the school improvement plan, which contain purposeful goals reflecting UAE priorities. Teaching is reviewed consistently to track and ensure a positive impact on student learning. The school improvement plan is coherent and is built to align with the SEF. Leaders work with teachers to develop action plans to drive forward the learning progress. Actions from the previous inspection have been addressed leading to significant progress.
- Parent are welcomed and involved in the life of the school in a range of activities. Communications and reports on their child's progress are received on a regular basis and staff are available to talk. Suitable links are made with local communities and other schools.
- The governing body consisting mainly of owners, holding different roles, and an education officer who has detailed knowledge of the school. They ensure that all are accountable so they have positive influence on school performance.
- Daily school routines ensure effective, safe management of large numbers of students.
- A rigorous employment process ensures that staff are well qualified although they may not be the best practitioners on joining. A very good range of CPD is offered to all. The school is well



resourced, including new technology, though yet to be cascaded throughout. Some classrooms are overcrowded.

**Areas of Strength:**

- The SLT which is well informed on best practice in education.
- The good progress made since the last inspection to address improvement points.
- A realistic self-evaluation of the current position of the school.

**Areas for Improvement:**

- The use of technology in lessons for students in KG, and Phases 2 and 3.
- Training for new teachers in Phase 2.



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There are 19 teachers of Arabic as a second language and the teacher-student ratio is 1:25.
- There are two libraries. The library for girls contains 390 books in Arabic. The boys' library contains 470 books making a total of 860 books. Of these 98 are non-fiction and 762 are fiction.
- Students have library lessons every week up to Grade 8. They are encouraged to visit the library and take part in the reading challenges, join the Arabic club and there is a daily DEAR (drop everything and read) whole school initiative. Borrowing records are maintained by the librarians who can help students to access books in Arabic. Class libraries also contain a selection of Arabic books. There are grade level readers for all classes and reading corners to facilitate students' reading in the morning and in the last period. These resources are updated regularly. Students in grades 9-12 bring their own devices for reading. This practice is currently being extended across the school.
- Students participated in the reading challenge from the Sharjah Ministry. They have regular Arabic quizzes, take part in Arabic poetry competitions and join the Arabic club. Parents are encouraged to read bedtime stories to younger students in Arabic and read Arabic newspapers with their children. They are also given vocabulary charts and poetry to learn with their children. Recitation of the Holy Quran is also practiced.

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

- The school is fully compliant with SPEA regulations on external benchmarking. Results for TIMSS 2019 have not yet been received. It is planned that all students 100% in grades 4 and 8 will take TIMSS assessment in 2023 and the school is preparing with practice type questions in lessons. PIRLS was taken by 93% of Grade 5 students in November in 2021, half took the assessment on line and half used the booklet version. Results are pending. PISA was taken in May 2022 by 51 boys and 49 girls which is 96% of entrants. Results are not yet available.
- The school focused on PISA-type questions in lessons to prepare students based on analysis of what students know and what they need to know. The school also practises PBTS to get indications of how students currently use critical thinking.
- ASSET has been taken by all students in grades 3 -9 from 2018 when 2590/ 97% of students participated, in 2019 2524/95% of student participated, in 2020 only 250 students participated. 2022, 2652/99% took the assessment. The school has put in place an intensive programme to prepare for the next round of assessment for ASSET, including fill the gap lessons, on-line learning and set questions in lessons every day.
- Results are sent to all parents and students are aware of these and their targets based on results. The ASSET results are to be included in school reports for parents.

### Provision for KG

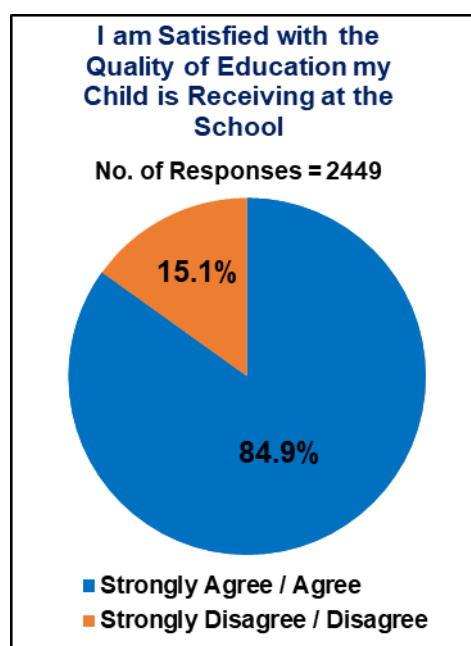




- There are 17 teachers in KG 1 with 2 support teachers and 24 teachers in KG 2 with 2 support teachers. There are 1,215 children with a teacher-child ratio of 1:27.
- The indoor environments split between 2 buildings are colourful and inviting. Every classroom supports learning with posters and charts, reading corners, numeracy corners, play corners and a large variety of resources to support learning. Every class displays children's work including writing and creativity. There is also an activity room which children visit on a regular basis to freely explore and experiment with a variety of different materials such as musical instruments, phonics and role play such as running a shop, or play cooking.
- Outside, there is a safe, covered play area, marked out with playground games and two further covered play areas with play equipment.
- Orientation for parents of those joining KG is held each April. The parents receive an explanation about the school. They meet the teachers and learn about the curriculum and areas of learning. Children visit their classes and meet their teachers. The transition period from KG 2 to Grade 1 starts in the first week in March. Parents are informed of the process and supported with any concerns. Grade 1 teachers meet the students. KG2 teachers share children's progress with Grade 1 teachers and discuss their learning needs. Transition is celebrated with a graduation ceremony.



## VIEWS OF PARENTS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve attainment and progress especially in Phase 2 by:
  - setting learning objectives which extend beyond the expected curriculum level
  - using assessment methods throughout the lesson including student self and peer assessment
  - ensuring that all students are given good feedback to support further learning.
- Improve best practice in teaching and learning in Phase 2 by:
  - identifying through systematic observations, specific areas of focus in teaching and learning and implement plans for development through CPD
  - inviting skilled teachers to deliver model lessons
  - developing the process of teacher peer observations, positive feedback and discussions on effective teaching and learning.
- Improve student's use of technology on tablets in lessons in KG, Phases 2 and 3 by:
  - implementing the plans to cascade the students use of tablets in KG, Phases 2 and 3.
  - training the teachers on using the software packages to support learning.



- giving students access to all the required platforms for using tablets as a learning tool.
- Improve provision for gifted and talented students by:
  - differentiating between gifted and talented students and high achievers and providing support which fits the individual student
  - ensuring that gifted and talented students are challenged appropriately in lessons
  - providing extra-curricular activities which extend experiences for these students.

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

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

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

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