



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR)|Report

Brilliant International Private School
25 – 28 February

**Overall
Effectiveness:
ACCEPTABLE**





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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| 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 | 104 | |
|---|---|---|---------------|
|  | School location | Muwalieh , Sharjah | |
| | Establishment date | 2011 | |
| | Language of instruction | English | |
| | School curriculum | National Curriculum for England (NCfE) | |
| | Accreditation body | - | |
| | Examination Board | CAIE-Cambridge | |
| | National Agenda Benchmark Tests/ International assessment | Checkpoint, IGCSE, AS Level, A Level, PIRLS, PISA, TIMSS, CAT4, GLPT, ABT, TALA, Mubakkir | |
| | Fee range | 13,150 - 22,800 AED | |
| | Staff | Principal | Asifa Sultana |
| |  | Chair of Board of Governors | Abdul Aziz |
| Total number of teachers | | 104 | |
| Total number of teaching assistants | | 18 | |
| Turnover rate | | 6.5% | |
| Main nationality of teachers | | Indian | |
|  | Teacher: student ratio | 1.14 | |
| | Total number of students | 1,475 | |
| | Total number of students per phase | Phase 1: 217 Phase 2: 781 Phase 3: 421 Phase 4: 56 | |
| | Number of Emirati students | 42 | |
| | Number of Emirati students per cycle | Phase 1: 7 Phase 2: 28 Phase 3: 6 Phase 4: 1 | |
| | Phase 1: number and gender | Boys: 129 Girls: 88 | |
| | Phase 2: number and gender | Boys: 412 Girls: 369 | |
| | Phase 3: number and gender | Boys: 231 Girls: 190 | |
| | Phase 4: number and gender | Boys: 26 Girls: 30 | |
| | Nationality groups | 1. Pakistani 2. Egyptian | |
| Total number of students with special educational needs | 11 | | |



PROGRESS JOURNEY

| Previous Review: 2022-23 | Current Review: |
|--------------------------|-----------------|
| ACCEPTABLE | ACCEPTABLE |

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 165 lesson observations, 38 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 same as the previous review visit. There have been a large number of improvements in all aspects of the school's performance. There have been significant improvements in students' achievement in Phase 1, which is now good in all subjects except for Arabic as a first language, where it is acceptable. Achievement has improved in Islamic Education in Phase 2, in social studies in Phases 2 and 3, and in all phases in science. There are improvements in several standards including the curriculum and the effectiveness of school leadership, which are now both good. Students' personal development and safeguarding are now very good. Opportunities for students to develop innovation and enterprise skills are limited. Students' positive behaviour and attitudes are strengths of the school, as is the educational provision in Phase 1. Standardised lesson plans and other new strategies are impacting teaching and assessment which remain acceptable. Teaching strategies do not always meet the needs of the students. The identification and support for students with special educational needs (SEN) is inconsistent. The principal and the senior leadership team have the capacity to continue to further improve the school's performance.

KEY AREAS OF STRENGTH:

- Students' positive behaviour and attitudes towards learning.
- The health and safety, security, and transport arrangements within the school.
- The provision for children in Phase 1.
- The principal and school leaders' capacity to improve the school further.

KEY AREAS FOR IMPROVEMENT:

- Raise students' achievement to be at least good in all subjects and phases.
- The development of students' innovation, enterprise, and critical thinking skills.
- Teaching strategies to meet the needs of all students.
- The early identification and support for all students with SEN.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.

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



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| Islamic Education | <ul style="list-style-type: none">• Students' achievement in Islamic Education is good overall and has improved in Phase 2. In lessons and students' work progress is good. This does not match the school's evaluations which show progress to be very good in Phases 2 and 4, and acceptable in Phase 3.• There are no externally benchmarked assessments in Islamic Education. Internal assessment data shows attainment to be outstanding in Phases 2 and 3 and very good in Phase 4. These levels of attainment were observed during the review. Lesson observations and students' work showed attainment to be good in all phases.• In Phase 2, students demonstrate an understanding of the Prophet Muhammad's (PBUH) Seerah. They can explain the significance of the Hijrah and the roles of the companions in migration. Linking what they learn in the Prophet's (PBUH) Seerah with real-life applications is underdeveloped. In Phase 3, students can understand the morals and Islamic etiquettes from the Noble Hadeeth. They explain the general meaning of the Noble Hadeeth about good tidings and warnings and link the meanings with the Attributes of Allah (SWT) such as The Most Merciful, the Coverer. In Phase 4, students demonstrate a clear understanding of Islamic rulings and purpose. They can define Fiqh of priorities, discuss its importance in Islam and infer some models from the Holy Qur'an and Sunna.• Rapid progress for the majority of students is evident for almost all groups of students, except for lower achievers who make less progress. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' understanding of the Noble Hadeeth in Phase 3.• Students' understanding of Islamic rituals and rules in phase 4. | <ul style="list-style-type: none">• Students' ability to link Prophet's (PBUH) Seerah to life application in Phase 2.• The progress of lower achieving students in all phases. |



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| Arabic | <ul style="list-style-type: none">• Students' achievement in Arabic as first language (AFL) and Arabic as second language (ASL) is acceptable across the school. In lessons and students' work progress is acceptable. This does not match the school's internal assessments which state progress is good.• Internal assessment data in AFL shows that attainment is outstanding in Phase 2 and good in Phases 3 and 4. this is not consistent with what was observed in lessons during review where most of the students attain levels in line with the curriculum standards. In ASL, internal assessment data shows attainment to be acceptable in Phase 3, which agrees with what was observed during the review. The internal assessments of attainment as good in Phase 2 and outstanding in Phase 4, was not aligned with the review findings which show attainment to be in line with the curriculum standards. External TALA assessment data for AFL indicates acceptable attainment across the school. External ABT benchmarking data for AFL shows outstanding attainment in Phase 2 and 3 overall.• In Phase 1, children can say letters and read simple words. In AFL students in Phase 2 can read short phrases. They use verbs and feminine and masculine nouns in their speech. Students' writing skills are underdeveloped with weaknesses in sentence structure. In Phase 3, students demonstrate a level of reading skills in line with the curriculum standards. Students' grammatical skills are less strong. In Phase 4, students can analyse poetic texts, draw metaphor phrases, and understand the meanings of synonyms. In ASL, students in Phase 2 can infer new vocabulary from pictures and write short sentences with few mistakes. A minority of students cannot distinguish between plural and singular. In Phase 3 students can speak and engage in conversations about familiar topics beyond their daily lives. Students' grammatical understanding is underdeveloped. For example, most students find difficulty in re-ordering jumbled words to make a meaningful sentence. In Phase 4, students understand the main idea and details of stories and biographies.• The progress of all groups of students is aligned with curriculum expectations except for lower-attaining students who make less progress than others. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' progress in developing their reading skills across the school.• Students' listening skills across the school. | <ul style="list-style-type: none">• The development of students' writing skills in Phase 2.• Students' grammatical skills in AFL and ASL in Phase 3. |



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| Social Studies | <ul style="list-style-type: none">• Students' achievement in social studies improved to good in Phase 2 and 3. In lessons students' progress is good and this is aligned with the school's internal assessment in Phase 3 but does not match the school's assessment in Phase 2 which shows progress to be very good.• There are no externally benchmarked assessments in social studies. Internal assessment data shows very good attainment in Phase 2 and good attainment in Phase 3. This does not match what was observed during the review in Phase 2, where the majority of students attain levels above curriculum standards rather than well above. Assessments match what was observed in Phase 3.• In Phase 2, students demonstrate a clear understanding of economic resources in the UAE. For example, students can identify the importance of airports and seaports as pillars of economic growth in the UAE and explain their benefits. In Year 5, students compare the UAE economy from past to present and explain the importance of goods and services. In Phase 3, students demonstrate a clear understanding of the culture and heritage of UAE and other cultures. They can explain the concept of intangible heritage and identify its types such as poetry, literature, theatre, and proverbs. In Year 8, students can explain the influence of Indian mathematics and science in the pre-modern period.• Overall, all groups of students attain levels above the curriculum standards, including students with SEN. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' understanding of economic resources in Phase 2.• Students' understanding of UAE culture and heritage in Phase 3. | <ul style="list-style-type: none">• The accuracy of internal assessments of students' progress and attainment. |



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| English | <ul style="list-style-type: none">Students' achievement in English is good in Phases 1 and 4 and acceptable in Phases 2 and 3. This is not aligned with the school's internal assessment, which shows progress to be good in Phases 1-3 and very good in Phase 4.External assessment shows that attainment is acceptable across all phases, which matches what seen in lessons.In Phase 1, children grasp letter sounds, can write simple words and vocalise coherent sentences. In Phases 2 and 3, students develop their knowledge of English conventions and techniques and a minority consistently apply these in their writing. Few students check their work for accuracy. Most students are heavily reliant on the teacher to direct their learning. Students' speaking and listening skills often exceed their reading and writing skills.Overall, students meet the expected curriculum standards across all phases. There is no variation in the progress of different groups of students. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">Students' speaking and listening skills in all phases.Children's rapid progress in developing pre-literacy and language skills in Phase 1. | <ul style="list-style-type: none">Students' writing skills and their understanding and application of conventions and techniques in Phases 2 and 3Students' reading comprehension and inference skills in all phases. |



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| Mathematics | <ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall. Students make acceptable progress in Phase 2 and 3 and good progress in Phases 1 and 4. Within lessons and in their work most students make acceptable progress. This does not match the school's internal data which shows that students make better than expected progress in Phases 1 and 2 and acceptable progress in Phase 4.• The school's analysis of internal data shows that students in all phases attain above the curriculum standards. This was not seen in lessons, where the attainment of most students was in line with curriculum standards. IGCSE results in Phase 4 are good, while AS level results are weak.• In lessons students in Phases 2 and 3 make acceptable progress, with children in Phase 1 and students in Phase 4 making good progress. In Phase 1, most children have a good understanding of measurement and can use basic mathematical terms to quantify volumes. In Phase 2, most students are able to understand measurement and geometry. For example, most are able to calculate areas of regular polygons but are less confident using these principles in a practical setting. In Phase 3, most students can apply mathematical thinking to solve problems and are able to correctly identify the relationship of parallel lines when calculating exterior angles. Students in Phase 3 are less confident in using geometry to calculate the area of a quadrilateral. In Phase 4, almost all students can use algebra to solve mathematical problems for kinetic and potential energy, most are able to relate this to the conservation of energy in an applied context.• Overall, all groups of students make similar progress in all phases. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Children's understanding and application of measurement in a practical context in Phase 1.• Students' understanding of the practical application of algebra in Phase 4. | <ul style="list-style-type: none">• Students' understanding of the practical use of geometry in Phase 2• Students' application of geometry to determine the area of quadrilaterals in Phase 3. |



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| Science | <ul style="list-style-type: none">• Students' achievement in science is good overall. Students make good progress in science in all phases.• The school's internal assessment data indicates students' attainment is good in Phase 1, very good in Phase 2 and acceptable in Phase 3. Lesson observations show attainment to be good in all phases apart from Phase 4, where attainment is acceptable. The results in the IGCSE and A Level examination are in line with the national averages.• In lessons, the majority of students make better than expected progress overall. In Phase 1, children respond enthusiastically to practical science activities and develop a sound understanding of important concepts of investigation and thinking while conducting experiments involving sinking and floating. In Phase 2, most students develop their experimental design skills and their grasp of the scientific methods. For example, all students are able to demonstrate the production of light from the building of an electrical circuit. Students are not always able to communicate their scientific thinking. For example, a minority are not able to write down the key information in recording a practical experiment. In Phases 3 and 4, most students effectively develop their scientific thinking skills by conducting their own experiments with appropriate investigative skills. For example, biology students investigated the effects of temperature on the rate of photosynthesis.• There are no significant differences in progress between different groupings of students. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Children's understanding of the scientific principles of floatation.• Students' general understanding of scientific facts and theory in all phases. | <ul style="list-style-type: none">• Students' ability to write down the key information when recording practical experiments in Phase 2.• Students' ability to communicate their scientific thinking in Phase 2. |



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| Other subjects | <ul style="list-style-type: none">• Overall, students' progress and attainment in other subjects are good in Phase 1 and acceptable in the other phases. In physical education (PE) and moral education, the majority exceed expectations, benefiting from lessons that promote healthy living and safety awareness, with clear relevance to their lives.• No external data for other subjects.• In business studies, accountancy, and information and communication technology (ICT), students focus on examination preparation in Phases 3 and 4. They develop an understanding of computer networking, financial reporting and database management. Attainment in ICT is good in Phase 4 because of students' ability to use technology to work independently and problem-solve. In Phase 1, children effectively utilise smartboards for interactive learning. Art and music are taught in Phase 2, but students' progress is affected by insufficient resources. In Phases 3 and 4 a range of extracurricular activities offer opportunities for further skills development. French and Urdu is taught concurrently, to focus on reading, writing, and speaking skills, with acceptable progress and attainment in both subjects.• There is no difference in the progress made by different groups. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' attainment and progress in PE across the school.• Students ICT skills and their ability to work independently in Phase 4. | <ul style="list-style-type: none">• Resources for art and music in Phase 2.• Students' skills in reading, speaking and listening in French and Urdu in Phases 3 and 4. |



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| Learning Skills | <ul style="list-style-type: none">• Students' learning skills are acceptable overall. They are good in Phase 1 where children are more independent learners.• Students are engaged in lessons and have positive attitudes towards learning in all phases. In a minority of lessons in Phases 2 to 4, students have few opportunities to take responsibility for their own learning.• Students collaborate and work well together with peers or in small groups, especially in Phase 1. In the other phases, students communicate their learning adequately. In a minority of lessons, they are passive learners. Students make connections between subjects and give examples from real life or learning in other subjects when talking about their work. In most lessons learning is linked with UAE culture and values. In Phase 4, students in mathematics were able to apply the learning about energy transfer to sustainability. In Phase 1, children relate their learning of volume to the amount of water in their water bottles. Children in Phase 1 have opportunities and are encouraged to explore.• There are insufficient opportunities for students to use learning technologies to support their learning and engage in research skills in lessons. Critical thinking, problem-solving, enterprise and innovation skills are less developed. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' positive attitudes toward learning across the school.• Children's ability to take responsibility for their own learning and link learning to everyday contexts in Phase 1. | <ul style="list-style-type: none">• The development and application of students' independent learning skills in Phases 2 and 4.• Students' critical and higher order thinking skills across the school. |



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 | Very Good | Very Good | Very Good | Very Good |

- Students demonstrate positive attitudes to almost all aspects of school life. They are self-reliant, and most respond well to feedback. Behaviour within the school is exemplary, which helps to create a harmonious learning environment. Bullying is rare. Any instances of this are effectively managed by members of staff.
- Students' relationships with members of staff and other students are respectful, positive and productive. Students are sensitive to the needs of others and form strong friendships and support networks. For example, during breaktimes, senior students are available to provide support to younger students.
- Students demonstrated a secure understanding of how to live a healthy lifestyle, they are routinely supported by welfare and medical teams to promote these values. Within the school a healthy diet is promoted. For example, all students are encouraged to bring fruit and water to school to stay hydrated.
- Attendance and punctuality across the school is very good, this is currently an average of 96%. Rare instances of students arriving late to school and lessons are effectively managed.

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|--|-------------|-------------|-------------|-------------|
| Understanding of Islamic values and awareness of Emirati and world cultures | Good | Good | Good | Good |
|--|-------------|-------------|-------------|-------------|

- Students, in all phases, demonstrate respect and appreciation for the UAE traditions and heritage. They have a deep understanding of Islamic values and their influence on contemporary life in the UAE. Students in Phases 3 and 4 have regular breaks for prayer.
- Students are very knowledgeable and respectful of Emirati culture and traditions. Additional extra-curricular activities related to the UAE enhance students' knowledge of the importance of national Identity.
- Students are very respectful of their own and other world cultures. They participate in a range of events to deepen their understanding of other cultures. They celebrate international events with students representing their different backgrounds.



| Social responsibility and innovation skills | Good | Good | Good | Good |
|--|------|------|------|------|
| <ul style="list-style-type: none">• Students understand their responsibilities as members of the school. For example, students volunteer in the school and the local community, and collect funds for the less fortunate. Older students volunteer to support the teaching of moral education to lower year groups and the management of assemblies and students during break-times.• Students from all phases participate in school activities such as Flag Day, and International Days. The student council plays a significant role in shaping school policies and practices, participating in decision-making, and proposing improvements. They initiate the Entrepreneurial Day by setting up the stalls and decorations and distribute the profits to charities. Innovation skills, particularly of the older students, enable them to participate in inter-school and national competitions.• Students demonstrate a good understanding of the benefits of sustainability throughout the school. They participate in activities to promote sustainability and environmental conservation. These include homeroom awareness, planting a mini garden and activities related to Earth Day. Students initiate their own activities such as organising energy conservation and collecting plastic bottles through the support of the Eco Club. | | | | |
| Areas of Strength: | | | | |
| <ul style="list-style-type: none">• Respectful and considerate relationships.• Students' appreciation and understanding of Islamic values and Emirati culture and heritage | | | | |
| Areas for Improvement: | | | | |
| <ul style="list-style-type: none">• More opportunities for enterprise and entrepreneurship for students. | | | | |



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 | Acceptable |

- The quality of teaching is inconsistent. It varies in and between subjects and phases. The stronger teaching is evident in Phase 1, science, and Islamic Education. Teachers in Phase 1 know how children learn and apply this knowledge in their lessons.
- Most teachers have secure subject knowledge and routinely plan lessons using a standardised template which identifies the learning objectives and associated success criteria that they share with students. Teachers' use of time and resources to optimise learning are inconsistent. Too many lessons are teacher led with too much teacher talk resulting in insufficient time for students to complete learning tasks.
- Teachers interact well with students to engage them in discussions. Teachers' use of questioning to promote higher order critical thinking has improved but is still inconsistent and often lacks depth. Teachers' development of students independent learning skills is inconsistent and less evident in many lessons.
- Problem-solving activities are a feature of many lessons although these often lack sufficient challenge. Teachers' use of assessment data to inform their lesson planning and strategies to meet the needs of individuals and groups of students remains a developing aspect. The development of students 'innovation skills is evident in a minority of lessons.

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| Assessment | Good | Acceptable | Acceptable | Acceptable |
|-------------------|-------------|-------------------|-------------------|-------------------|

- The school conducts initial baseline assessments with all students. In Phase 1, they are effectively analysed and used well. The use of this information is less effective in the other phases. The school does not consistently use external benchmarking data to appropriately inform students' progress. In English, mathematics, and science the school has recently improved the use of example questions to help prepare students for external examinations.
- The mechanisms for analysing students' performance do not provide enough individualised information to effectively monitor and track their progress over time. The use of assessment information to inform teaching and learning is underdeveloped in Phases 2 and 3.
- Teachers have established a reasonable understanding of the strengths and weaknesses of students in Phases 2 and 3, with a better understanding in Phases 1 and 4. Students' workbooks are routinely marked by teachers. Some of the feedback provided to the students is not sufficiently individualised or detailed, meaning some students are not fully aware of the next steps and the areas in need of improvement.



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| Areas of Strength: |
| <ul style="list-style-type: none">• Teachers' understanding of how children in Phase 1 learn and their use of strategies to facilitate independent learning.• Teachers' positive interactions and supportive relationships with students. |
| Areas for Improvement: |
| <ul style="list-style-type: none">• Teachers' use of time and resources to optimise learning.• Teachers' use of targeted, probing, and open questions to check students' learning and progress. Teachers' use of assessment data to inform teaching and learning strategies and activities to meet different needs and abilities of individuals and groups of students. |



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

| Indicators: | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
|--|-------------|-------------------|-------------------|-------------------|
| Curriculum design and implementation | Good | Good | Good | Good |
| <ul style="list-style-type: none">The curriculum has a clear rationale based on the content of the National Curriculum for England (NCfE), the Cambridge International Assessment Standards and the MoE curriculum for Arabic-medium subjects. It is broad, and balanced and offers students a suitable range of curricular choices that cater for their needs and interests.The curriculum in Phase1 is planned in accordance with the Early Learning Goals and provides children with a wide range of active hands-on enjoyable learning experiences. It is focused on the all-round development of children's skills.The curriculum is effectively planned to facilitate a smooth transition between the phases and prepares students for the next stage in their learning journeys beyond school. The newly introduced project-based learning facilitates cross-curricular links in students' learning. The curriculum in Phases 2 to 4 has been enhanced by the addition of accountancy and an extensive range of extra-curricular activities to cater for the needs and interests of students. | | | | |
| Curriculum adaptation | Good | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none">Modifications to the Phase 1 curriculum provide enhanced indoor and outdoor active learning experiences. In the other phases, the school makes adequate modifications to the curriculum to meet the needs of most groups of students. Acceptable modifications are made to cater for SEN students' needs but are less well adapted to meet the needs of gifted and talented (G&T) and lower attaining students.The wide range of extra-curricular activities provides sufficient opportunities for the development of students' enterprise, innovation, creativity, and independent learning skills. Such opportunities are less evident in lessons. The modified Phase 1 curriculum promotes the development of children's innovation, creative and independent learning skills.Teachers make appropriate adaptations to their lessons to develop students' understanding of UAE culture and society, which is most evident in social studies. The curriculum provides adequate opportunities for students to engage in community activities and national celebrations which promotes their awareness and appreciation of UAE culture and heritage. | | | | |



Areas of Strength:

- Curriculum planning and development ensures continuity and progression within and beyond the school.
- The enhancement of curriculum pathways and choices in Phases 2 and 4.

Areas for Improvement:

- Modification of the curriculum to meet the needs of individuals and groups of students.
- Modification of the curriculum to develop students' innovation, enterprise, and entrepreneurial skills



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

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

| Indicators: | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
|---|------------------|------------------|------------------|------------------|
| Health and safety, including arrangements for child protection /safeguarding | Very Good | Very Good | Very Good | Very Good |
| <ul style="list-style-type: none">The school has rigorous safeguarding and child protection policies which are understood by all staff, parents, and students. The school is effective in protecting students from all forms of abuse, including bullying, and raising awareness of the potential dangers of social media. The school's meticulous approach to security is fully embedded with all staff aware of their responsibilities. The building is safe, with daily safety checks carried out. The supervision of students is highly effective, including when on school transport.The school keeps comprehensive maintenance records, ensuring that the environment is safe and secure for all students. Most classrooms provide a secure and well-resourced physical environment for all students which supports their learning. The school's outdoor areas are suitable for recreational activities and physical education.Their medical team effectively supports the school in the promotion of healthy lifestyles. Students are given guidance on making healthy food choices which are shared with parents. Wellbeing is systematically embedded within all aspects of school life. The importance of emotional, academic, and social wellbeing is routinely shared with students through clubs and organised events. This helps students develop resilience. | | | | |
| Care and support | Good | Good | Good | Good |
| <ul style="list-style-type: none">Relationships between staff and students are positive and purposeful. The systems for managing students' behaviour are very effective. As a result, students' behaviour is, in the main, very good across the school.The school effectively promotes attendance and punctuality, this has resulted in very good attendance in all phases. The school has successful mechanisms for managing students' punctuality.There are appropriate systems for the identification of G&T students; this is done in collaboration with parents and teachers. The systems for the identification of SEN students are less effective.Effective support is provided for most students who are G&T. The support provided to students with SEN is not always as effective. As a result, their progress is inconsistent. | | | | |



- The school provides strong personal and academic guidance and support. The school regularly hosts career guidance workshops allowing students to explore their career and academic options.

Areas of Strength:

- The school's culture of a healthy lifestyle is embedded in all aspects of school life.
- The school's health and safety, security and transport arrangements.

Areas for Improvement:

- The identification and support of students with SEN



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- The school has effective leadership. Since the last review, the principal and senior leaders have improved key aspects of the school's performance and ensure it fully complies with all statutory requirements. They have set a clear vision and direction. They have successfully provided a positive learning culture and high staff morale.
- Senior leaders have a clear up-to-date knowledge of the school's curricula and a secure understanding of what constitutes good practice. There is some inconsistency in the effectiveness of middle leaders. The school has good capacity to improve has already begun the journey.

Self-evaluation and improvement planning

Acceptable

- Self-evaluation is acceptable. The process of self-evaluation identifies the school's strengths but is not focused enough on the areas that require improvement. In some places, it is too self-congratulatory. The process is appropriately structured and involves evidence from a range of sources, including governors, staff, parents and students. Leaders regularly observe lessons and collect and analyse internal and external assessment data, but the impact on teaching is still inconsistent. Targets in school improvement planning are specific, measurable and realistic. The school improvement plan contains clear recommendations and fully involves governors, staff and parents in its construction. The school has made acceptable progress in addressing the previous recommendations.

Partnerships with parents and the community

Good

- The school has established good relationships with parents. They are satisfied with the education and care their children receive. They are actively involved in school activities, and there is a strong Parents Teacher Association (PTA) which is represented on the governing board. They feel they are well informed by the school and have opportunities to feedback any concerns. They regularly contribute ideas for school improvement. They successfully promoted the idea of teacher-parent meetings on a Sunday, so that more parents could attend, especially fathers. There is a wide range of systems in place to communicate with parents and to report



| | |
|---|-------------------|
| <p>their children's progress. Parents with SEN children spoke positively of the support they and their children receive.</p> <ul style="list-style-type: none">The school has a range of local, national, and international partnerships. It has local links, with organisations such as the Civil Defense and the Emirates Association for Visually Impaired and local schools and universities The recently held a Careers Fair which included representation from a range of universities and local careers agencies. | |
| Governance | Acceptable |
| <ul style="list-style-type: none">The school's governing board is a well-established body that meets informally on a regular basis and formally once a term. Although the chair of the PTA and the head boy and head girl are invited to the meetings, the representation of stakeholders on the governing board is not wide. The chair of governors is the owner of the school, who takes responsibility for all safeguarding issues. Performance targets are set for school leaders who are held accountable for students' performance. Governors ensure that all statutory requirements are met. There is lack of clarity in the governors' long-term vision of the school and how they see the future expansion of Advanced Level (AL) courses and the impact it would have on the lower sections of the school. | |
| Management, staffing, facilities and resources | Good |
| <ul style="list-style-type: none">The daily organisation of the school is efficient with established routines and procedures. It is a calm and orderly learning environment. The school is fully staffed, and teachers are qualified and committed to the student's education and welfare. There are regular professional development opportunities for staff. The school provides an attractive and inviting learning environment with good facilities and resources to support student's learning and the curriculum. The premises are safe and well-maintained. Specialist facilities are accessible to all students. The school has ample outdoor play space and recreational facilities such as a swimming pool and gymnasium. A few classrooms are small for the number of students, and the music and art rooms lack sufficient resources. | |
| Areas of Strength: | |
| <ul style="list-style-type: none">Communication and reporting to parents and their support for the school.The efficient day-to-day management of the school, and its routines and policies. | |
| Areas for Improvement: | |
| <ul style="list-style-type: none">The accuracy of judgements in the self-evaluation processes.The consistent effectiveness of middle leaders.The development of governors' long-term vision and plan for the school. | |



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 16 Arabic teachers in the school delivering MoE Arabic subjects with a maximum number of 30 students in each class, giving a ratio of 1:79. There is 1 head of Arabic, and teachers have regular training from SPEA and other online courses to develop teaching strategies.
- There is 1 library in the school that contains iPads for research and self-study, 1,285 fiction and 839 non-fiction books. The library is used on a timetabled basis for 40 lessons per week.
- In the classrooms, students participate in designing displays about Arabic and other subjects. Teachers use the available resources such as projectors to display stories and pictures and some online quizzes, word walls and work sheets.
- Some extra-curricular activities support the development of students' language skills. These include competitions, for example, Al Sheikha Osha, memorizing poems, reading challenges and internal competitions such as the week of Arabic language and calligraphy to improve students' writing skills. There is an Arabic club to improve speaking skills by focusing on elocution.

The school's use of external benchmarking data

- Students in Years 4, 6, 8 and 10 participate in the CAT4 cognitive tests of academic potential. Students in Years 4 to 10 complete the Progress Tests in English, mathematics, and science.
- Almost all eligible students complete the TIMSS, PIRLS and PISA assessments. The most recent PIRLS results show that students are working above both the UAE and the UK school averages. The most recent TIMSS and PISA data has not been shared with the school. Mubakkir is administered for Arab students in Phase 1 to Year 2 for Arabic and TALA for Years 3 to 11. ABT is conducted from Years 1 to 13 for non-Arabs. Cambridge Checkpoints are carried out in Year 6 and Year 9.
- Teachers have attended training sessions conducted by SPEA for PIRLS and PISA. Students are prepared for tests by having practice tests using questions aligned to those that will appear on the PISA and TIMSS assessments. The curriculum has also been modified to reflect the thinking skills required for success. In addition, students are set reading assignments to practice at home for PIRLS. Students are also prepared for IGCSE, AS and A Levels by practising questions from past papers.
- Individual reports of students' outcomes in assessments are shared with students and parents, and performance is discussed during progress meetings with parents.

Provision for KG

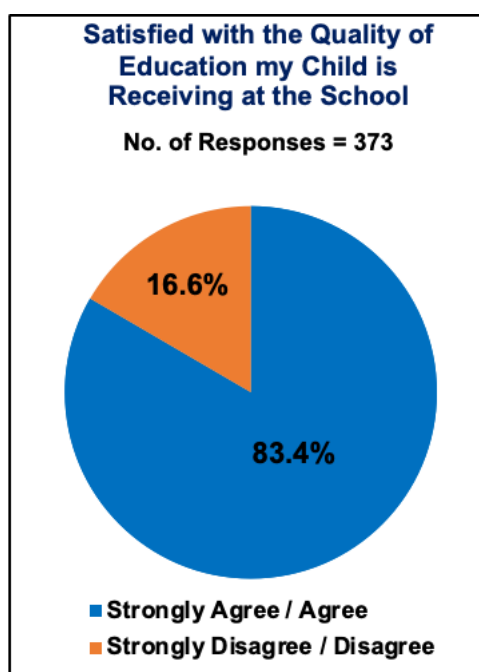
- There are 14 teachers, 9 teaching assistants and 4 nannies in Phase 1 with a ratio of 1:15.
- In the outdoor area there is a construction area, garden, messy water area, sand pit and recycling centre. The garden has gloves, tools and whiteboards for students to write on. Children have planted flowers in the area and classes work on a rota to ensure they are watered. The construction area has tools and resources in the recycling centre are used for



materials. The indoor play area has a climbing wall, reading corner and soft floor for activities. This area is also used in the summer for indoor play.

- Classroom resources include pencils, whiteboard pens, whiteboards, colours, animals, manipulatives for counting and an interactive whiteboard. Every class has a teaching assistant. The environment supports learning and celebrates children's achievements.
- There are induction arrangements when children start school, and for parents when children transition to Year 1.

VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievements across the school by:
 - increasing the consistency of teaching and learning.
 - raising teachers' expectations and sharing good or better practices.
 - using time more efficiently in lessons and ensuring that students are active and take responsibility for their own learning.
 - using more effective targeted questioning to check students' understanding and progress.
- Improve students' innovation, enterprise, and critical thinking skills by:
 - developing activities that promote critical thinking and innovation.

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- providing entrepreneurial activities both within and out of the classroom.
- enabling students to explore and follow their own lines of inquiry and research.
- Improve the early identification and support for SEN students by:
 - providing training for all teachers to ensure that appropriately differentiated activities are provided that match students' needs.
 - ensuring all SEN students have early identification and whole school support.
 - constructing appropriate support programmes which are shared with all subject teachers and monitored to ensure they are implemented.



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.