School Performance Review

REPORT | **(SPR)**

AL MAWAHIB BRITISH PRIVATE SCHOOL
10 to 13 February 2025

Overall
Effectiveness
Rating:
GOOD

SHARJAH PRIVATE EDUCATION AUTHORITY

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

Purpose

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

Scope

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

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

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

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

Performance Standard 1: Students' achievement, comprising:

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

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

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

Performance Standard 6. Leadership and management, comprising:

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

Judgements

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

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

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

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

SCHOOL INFORMATION

<table>
<tr><td rowspan="9">School</td><td>School ID</td><td>117</td></tr>
<tr><td>School location</td><td>Halwan, Sharjah</td></tr>
<tr><td>Establishment date</td><td>2004</td></tr>
<tr><td>Language of instruction</td><td>English</td></tr>
<tr><td>School Curriculum</td><td>National Curriculum for England (NCfE)</td></tr>
<tr><td>Accreditation body</td><td>Cambridge International Education (CIE)</td></tr>
<tr><td>Examination Board</td><td>CIE</td></tr>
<tr><td>External Assessments International and Curriculum Benchmark Assessments</td><td>Granada Learning (GL) Progress Tests, English (PTE), mathematics (PTM), science (PTS)
Cognitive Abilities Test (CAT 4)
Trends in Mathematics and Science Study (TIMSS)
Progress in International Reading Study (PIRLS)
International Benchmark Tests (IBT)
Test of Arabic Language Arts (TALA)
Mubakkir assessment (Mubakkir)
Arabic Benchmark Test) (ABT).</td></tr>
<tr><td>Fee Range</td><td>AED13,850 to AED 23,410</td></tr>
<tr><td rowspan="6">Staff</td><td>Principal in Charge</td><td>Asma Omar</td></tr>
<tr><td>Chair of board of governors</td><td>Omar Al Hammadi</td></tr>
<tr><td>Total number of teachers</td><td>66</td></tr>
<tr><td>Total number of teaching assistants</td><td>26</td></tr>
<tr><td>Turnover rate</td><td>53%</td></tr>
<tr><td rowspan="8">Students</td><td>Teacher: student ratio</td><td>1:11</td></tr>
<tr><td>Total number of students</td><td>701</td></tr>
<tr><td>Total number of students per cycle/phase</td><td>Phase 1: 135
Phase 2: 459
Phase 3: 107
Phase 4: N/A</td></tr>
<tr><td>Phase 1 (FS 1 and FS 2): number and gender</td><td>Boys: 65 Girls: 70</td></tr>
<tr><td>Phase 2 (Year 1 to Year 6): number and gender</td><td>Boys: 246 Girls 213</td></tr>
<tr><td>Phase 3 (Year 7 to Year 9): number and gender</td><td>Boys: 60 Girls: 47</td></tr>
<tr><td>Phase 4: number and gender</td><td>N/A</td></tr>
<tr><td>Total number of Emirati</td><td>113</td></tr>
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10th to 13th February 2025

	students	
	Phase 1 (FS 1 and FS 2): Emirati number and gender	Boys: 10 Girls: 9
	Phase 2 (Year 1 to Year 6): Emirati number and gender	Boys: 28 Girls: 37
	Phase 3 (Year 7 to Year 9): Emirati number and gender	Boys: 18 Girls: 11
	Phase 4: Emirati number and gender	
	Nationality groups (largest first)	1. Egyptian: 127
		2. UAE: 113
	Total number of students with special educational needs	11

PROGRESS JOURNEY

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

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 129 lesson observations, 92 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is an improvement since the previous review visit in 2024 when the school was acceptable. The school has focussed on strategic planning, led by a newly formed governing body involving representatives from all stakeholders. The principal is assisted by two vice principals and some strong middle leaders. The school has worked on the key areas for improvements identified at the previous review and has addressed almost all areas. There have been improvements in progress in almost all subjects. Students' relationships with staff and attitudes towards their learning are positive. The school has procedures in place for safeguarding and care and protection of students. The school's facilities are well maintained and learning environments support learning.

KEY AREAS OF STRENGTH:
- Students' attainment and progress in Islamic education and Arabic as a first language (AFL) in Phase 3.
- Students' progress across almost all subjects.
- Students' positive relationships and attitudes to learning.
- Students' secure appreciation of the role and values of Islam and UAE society.

KEY AREAS FOR IMPROVEMENT:
- Students' attainment in international benchmarking examinations.
- The quality of teaching, learning and assessment in order to reach the next level.
- The development of innovation in teaching and learning across all phases.
- The capacity of middle leaders to improve standards.

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

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

Islamic Education	• Students' achievement in Islamic education is good overall. It is good in Phases 1 and 2, and very good in Phase 3 over time. Lesson observations and students' work show progress is good overall. This does not match the school's judgment which shows progress is very good overall. • There are no externally benchmarked assessments in Islamic education. Internal assessment data indicates good attainment in Phases 1 and 3, and very good attainment in Phase 2. In lessons and students' work, the majority of students attain levels that are above curriculum standards. • The majority of students make good progress. In Phase 1, children know the general meaning of the Noble Hadeeth. They know the etiquettes of conventions and speech. In Phase 2, students know the purposes of day and night based on the verses contained in Surah Al–Layl. Students know the general meaning of the Noble Hadeeth. Students know the importance of preserving food and drink as blessings from Allah (SWT). Students' recitation of verses in the Holy Qur'an is less developed. In Phase 3, students understand the concepts of patience and gratitude expressed in the Noble Hadeeth independently. Students know the advantages of travel and understand travel etiquette in all the stages of travel. Students can link and discuss the Islamic etiquette and rules from the Holy Qur'an and Noble Hadeeth. Students' recitation of the relevant Noble Hadeeth is less well developed. • Overall, the majority of groups of students perform above-expected progress.

	Areas of Strength	**Areas for Improvement**
	• Students' knowledge of the Noble Hadeeth in Phases 1 and 2. • Students' knowledge of food and drink as blessings in Phase 2.	• The accuracy of children's pronunciation in Phase 1. • Students' recitation of verses of the Holy Qur'an in Phase 2.

Arabic	
	• Students' achievement in Arabic as a first language (AFL) and Arabic as a second language (ASL) is good overall. The school's internal data shows good progress ASL across Phases 2 and 3. This matches what is seen in lessons and in students' work, where the majority of students make better than expected progress over time. The school's internal data shows very good progress in AFL across the school. This does not match what is seen in lessons and in students' work, where the majority of students make better than expected progress in Phases 1 and 2, and a large majority of students in Phase 3 make better than expected progress over time. • The school's internal data shows that attainment is good across the school in AFL and outstanding across the school in ASL. This does not match what is seen in lessons and students work, where attainment is good in AFL across Phases 1 and 2 and very good in Phase 3. External data from TALA and Mubakkir shows that attainment in AFL is good in Phase 2, and acceptable in Phase 3. There is no external data for ASL. • The majority of students make good progress. In AFL Phase 1 children can sound out letters and simple words. They know how to sound letters with short vowels. In Phase 2 students know the general meaning of a text and can extract the elements of a story. Students' skills in using simple grammar such as singular, plural, and interrogative words is emerging. A few students struggle to read a whole piece of text fluently or to write a short paragraph. In Phase 3, students read and analyse texts and stories with confidence. When speaking students' pronunciation is accurate. Students' skills in rewriting a text to create a different closure to a story are developing. In ASL in Phase 2, students can read and understand new vocabulary and know the meaning of the text they study. Their skills in using vocabulary correctly when writing full sentences is less developed. In Phase 3 students can use simple grammar such as singulars and plurals. Whilst students can understand the general meaning of a text, their fluency in reading extended paragraphs is less developed. • Overall, the majority of groups of students make above expected progress.

Areas of Strength	Areas for Improvement
• Students' reading and speaking skills in AFL in Phase 3. • Students' understanding of texts in ASL in Phases 2 and 3.	• Students' fluency in reading a full text in AFL Phase 2. • Students' fluency in extended reading in ASL in Phase 3.

Social Studies	- Students' achievement in social studies is good overall. The school's internal assessment data indicates attainment is outstanding in Phases 2 and 3. In lessons and in their recent work the majority of students demonstrate levels of knowledge skills and understanding that are above curriculum expectations over time. - The school's internal assessment data indicates very good attainment. In lessons and student work the majority of students attain above curriculum expectations in Phases 2 and 3. There is no external benchmarking data for social studies. - Students in Phase 2 know about the unity of the UAE and the elements of Arabic language, Islamic values and geographical location. They know about ancient civilisations. Students can compare and contrast road structures. Their ability to use maps is less well developed. In Phase 3 students know about the role of the government in the UAE. They can explain how citizens benefit from the government, and they know the leadership structure. They know how this structure influences their daily lives. Students know that education, transport and public health are areas that have an impact on them. They cannot make comparisons or contrasts between other government structures. They know about the green economy and can compare and contrast its impact on society with that of the brown economy. - Overall, the majority of groups of students make similar rates of progress.

Areas of Strength	**Areas for Improvement**
- Students' knowledge of the unity of the UAE in Phase 2 - Students' understanding of the structure of government in the UAE in Phase 3.	- Students' skills in using maps in Phase 2. - The breadth of students' knowledge of the full range of government structures in Phase 3.

English	- Students' achievement in English is acceptable overall. The school's internal data shows that the majority of students in Phases 2 and 3 exceed curriculum standards. This is not seen in lessons and in their work where most students meet curriculum standards and the majority of children in Phase 1 make better than expected progress over time. - The school's internal data for attainment is outstanding for all phases. This does not match with what is seen in lessons and students' work where the majority of children in Phase 1 attain above and most students across Phases 2 and 3 attain at curriculum standards. External GL PTE results are weak. CAT 4 results are weak. - In Phase 1 children recognise the letters of the alphabet, and they learn to sound them out. They blend the sounds effectively to make single-syllable words, and the majority can write them accurately. Their spoken English is often fluent and confident, and they communicate clearly. In Phase 2, students understand picture-book stories and can explain the sequence of events. A minority can predict the ending of the story and offer reasons for the events described. In Phase 3, students distinguish between different registers of language for use in different contexts. They also write for different audiences and purposes. They can convey factual content through writing a recipe or a story expressing opinions or feelings. When reading short passages, they can infer meaning and identify the words which are key for understanding the text. Across all phases, students have well-developed reading and listening comprehension skills. Their speaking in Phases 2 and 3 often lacks suitable intonation, which can obscure meaning. Students' writing becomes more expressive and clearer as they move through the school. At Phase 3, students' skills in writing complex texts are not well-developed There are common errors in students' writing at all levels. These include spacing, capitalisation, punctuation and the use of articles. - Overall, most groups of students make acceptable progress.

	Areas of Strength	**Areas for Improvement**
	- Children's speaking skills in Phase 1. - Students' reading and listening skills across all phases.	- Students' use of intonation to ensure clarity of meaning in Phases 2 and 3. - Students' skills in writing complex texts in Phase 3. - Students' correct use of language conventions such as capitalisation and punctuation across all phases.

Mathematics	Children's and students' achievement in mathematics is good overall. In lessons and in their work the majority of students across all phases make better than expected progress over time.

- Children's and students' achievement in mathematics is good overall. In lessons and in their work the majority of students across all phases make better than expected progress over time.
- The school's internal assessments indicate outstanding attainment across all phases. This does not match with what is seen in lessons and in students work. The majority of children in Phase 1 and students in Phase 3 achieve above curriculum standards. Most students in Phase 2 attain in line with curriculum standards. In CAT4, students' attainment is weak across all phases, while in the GL PTM, results are acceptable in Phase 2 and outstanding in Phase 3.
- The majority of students make good progress. In Phase 1, children focus on forming number groups. They learn to compare the size of objects through the story of 'Goldilocks and the Three Bears'. Children work on adding pairs to 10. In Phase 2, students extend this to addition of decimals by verifying grocery bills and exploring distances between places on maps. In geometry students can work out the perimeter of a square. In Phase 3, students explore the volume of a prism. They can calculate the area of a circle using different methods. Students demonstrate good levels of knowledge of number systems and geometry. They use problem-solving skills and make connections to real life. In Phase 2, students' mental arithmetic skills and mathematical vocabulary are less well-developed. Across all phases, students struggle with mathematical reasoning.
- Overall, the majority of groups of students make similar rates of progress.

Areas of Strength	Areas for Improvement
- Students' number and quantity skills across Phases 1 and 2. - Students' knowledge of shape and geometry in Phase 3.	- Students' mental arithmetic skills in Phase 2. - Students' mathematical reasoning skills across all phases.

Science	- Students' achievement in science is good. In lessons and in their work the majority of students in Phases 1 and 3 make better than expected progress and most students in Phase 2 make expected progress over time. - Internal school data indicates that attainment is at least very good across all phases. External benchmarking results in GL PTS are weak across Phases 2 and 3. TIMSS data suggests that Grade 4 and Grade 8 students perform below the TIMSS average. Their results, fall within the low international benchmark. In lessons and in their work the majority of children in Phase 1 attain above expectations and most students across Phases 2 and 3 attain in line with curriculum standards. - Overall, a majority of students make better than expected progress. In Phase 1 children learn to classify materials based on observable properties. In Phase 2 students apply classification to rock samples. In Phase 3 students explore nutrition and evaluate the nutritional value of different foods. Students conduct experiments related to the reactivity series of metals. Whilst students demonstrate strong conceptual knowledge; their practical skills are less-well developed. In Phase 1, children engage in activities such as observing minibeast habitats or planting flowers and seeds while making basic observations. In Phase 2, they record data in preprinted tables although they struggle to create their own tables. By Phase 3, students begin to manipulate variables to make predictions and are learning how to conduct investigations. Across all phases, students do not independently engage in scientific inquiry. - Overall, the majority of groups of students make similar rates of progress.

Areas of Strength	**Areas for Improvement**
Students' knowledge of scientific concepts across all phases.	- Children's and students' practical skills in science. - Students' ability to independently enquire about scientific ideas across the school.

Other subjects	• Students' achievement in other subjects is good overall. It is good in physical education (PE), art and computing. In lessons and in their work, the majority of students demonstrate good levels of progress.
	• The school does not record internal assessment data for other subjects There is no external assessment data for other subjects. In lessons and in their work the majority of students across the school attain above curriculum standards.
	• In PE, art and computing, the majority of students make good progress. In PE, all students know the importance of eating a balanced diet before taking active exercise. They know how to run and stretch to warm up the body. Children in Phase 1 know about balance and co-ordination and can run and jump and walk in a straight line without falling. They know how to perform 'head shoulders knees and toes' in time to the song. In Phase 2, boys know the rules in football and know about different kinds of passes. They know how to tackle without incurring a penalty. In Phase 3 girls taking part in handball games know the locomotor skills that develop a player on court. They know about passes used in the game and how to pass and stop a ball. In art boys in Phase 3 use stencils to make abstract paintings using soft-tone acrylic paints on canvas. They do not know why the use of a sponge can obliterate their image. In computing, children in Phase 1 know how to use a computer mouse and can label its parts correctly. Boys in Phase 2 use software to develop themed presentations such as on sustainability in the UAE. They are not confident enough to correct errors on their own.
	• Overall, the majority of groups of students make similar levels of progress.

Areas of Strength	Areas for Improvement
• Students' participation in PE across all phases. • Children's basic understanding of computer hardware in Phase 1.	• Students' understanding of technical aspects of art in Phase 3. • Students' confidence to correct errors in computing in Phase 2.

Learning Skills	• Students' learning skills are good overall across all phases. Students in Phase 3 are keen to learn and have positive attitudes towards learning. They can sustain interest, often without teacher intervention. The majority of students across all phases take responsibility for their own learning. They know their strengths and weaknesses. They know and understand what they have learned. They are generally able to take steps to improve their work. This is not as evident in English and science.
	• The majority of children and students work productively in groups and collaborate well in a range of learning situations. They communicate with clarity, exchange ideas, and share their learning clearly with each other across all phases. They can work alongside their teacher and their peers, although they do not always take the lead in their learning or work independently.
	• The majority of students make clear connections in their learning with the wider world and their everyday experiences. They see connections between subjects, especially between science and mathematics, and Islamic education and social studies.
	• Students' use their devices to research a range of topics. They use technology in their learning. Critical thinking and problem-solving skills are at an early stage of development, innovation and enterprise skills are underdeveloped across the school.

Areas of Strength	Areas for Improvement
• Students' engagement in learning across all phases. • Students' collaborative working across all phases.	• Students' ability to work independently across all phases • Students' innovation and enterprise 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 very good overall.

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

- Students' personal and social development is very good overall. Students have positive and responsible attitudes. They are enthusiastic to learn and show a sense of responsibility. They actively seek feedback from both teachers and peers. The majority of students demonstrate courtesy and respect towards their teachers, peers, and staff. Student council committees support students with academic and family problems. The student council distributes certificates of appreciation to their teachers.
- Students' behaviour is positive. They are self-disciplined and respond well to others. Bullying is rare. The school social worker runs sessions on the school's code of conduct. Awareness sessions concerning appropriate behaviour are also conducted by community police, social services, municipalities, and early intervention centres.
- Students have positive attitudes toward healthy eating and maintain active lifestyles. They follow the school's advice by selecting healthy snack choices. Most are active, willing participants in PE and sports. The school clinic organises child-friendly awareness sessions on nutrition, hygiene, and self-care to build lifelong healthy habits. A 'Healthy and Unhealthy Food' day for students was offered to Years 1 to 9. The PE department engage students in various games and activities to develop their physical and motor skills.
- Attendance is good at 95%. Students almost always arrive at school and to lessons on time. The school tracks attendance and punctuality daily.

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

- Students demonstrate a deep understanding and appreciation of Islamic values, and how these are connected to their daily and personal lives. They understand the impact of Islamic values on the modern UAE's society and their significance. The school has allocated two rooms for prayer and two places for ablution. It has set specific times for prayer. Students start the day by reciting short Surahs. Through role-play, and story-telling students learn about honesty and helping others. Hands-on activities include making Eid cards, and role-playing giving to charity.
- Students demonstrate a deep understanding, respect, and knowledge of the culture of the UAE, recognising the strong connection between what they learn and the realities of life in the UAE. The school strengthens their national identity by incorporating Emirati culture into all subjects and across the curriculum. Students celebrate the UAE's culture and traditions through a wide range of practices and activities. These include marking and confidently discussing the significance of national events such as Martyrs' Day, Flag Day, and National Day. In social studies classes, the school makes traditional dishes.
- Students demonstrate a deep understanding, awareness, and appreciation of their own and other cultures. Teachers have created an Emirati cultural corner to help students feel connected to the UAE. This corner features artwork, cultural artifacts, and trinkets, allowing students to engage with the country's rich heritage. The moral education programme develops students' personal learning experiences of societal values, culture, and civics.

Social responsibility and innovation skills	Good	Good	Good	N/A

- Students actively participate in activities that have an impact on the school and the wider community. The student council implements volunteer projects, including planting trees in the Muntather reserve, cleaning Khan Beach, visiting a home for the elderly, and presenting gifts to teachers. In addition, some institutions, such as Red Crescent and Social Services, have held awareness sessions for students on the importance of volunteer work.
- Students enjoy their work and are happy to be involved in activities. They make valid and helpful contributions to projects although most students rarely initiate them. The Students' Council has helped implement projects and initiatives such as a coding program competition, water rock competition, robotics, and experiments in conjunction with the Sharjah Museum on the temperature of black and white colours.
- Students are very aware of environmental issues, including sustainability. They participate in projects to improve their school environment. They also take part in projects beyond school that promote ecological awareness and conservation. Students recently participated in a

recycling project, making models of houses and mosques from cardboard boxes. They are responsible for a monthly tree-planting project in Dhaid.

Areas of Strength:

- Students' positive behaviour and relationships.
- Students' appreciation of the role and values of Islam in UAE society.

Areas for Improvement:

- Students' readiness to initiate activities and projects.

PERFORMANCE STANDARD 3:
TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

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

- The overall quality of teaching for effective learning is good across all phases. Most teachers have a secure knowledge of their subject and an understanding of how students learn. Teachers employ a range of teaching methods, including class discussions and group work, to ensure student engagement in lessons. The school uses lesson plans, which help structure teaching. Most teachers use their time well. They use digital resources effectively when teaching, although the use of digital resources by students is inconsistent and limited.
- In Phase 1, teachers effectively use questioning and dialogue to encourage children to reflect on their learning. They do not always sustain discussions sufficiently to address children's misconceptions. In the better AFL and social studies lessons, class discussions have a positive impact on learning.
- Almost all teachers' use their analysis of data to create differentiated tasks and worksheets. They provide students with special educational needs (SEN) with individual education plans (IEPs) and pull out and push in support. The IEPs specify when and how students with SEN

study with their peers, and when they are taught outside the class. Whilst activities which offer additional challenge for the more able learners are planned, they are often not completed.
- Opportunities for critical thinking, problem-solving, and independent research through technology are still emerging features across all phases.

Assessment	Good	Acceptable	Acceptable	N/A

- Internal assessment processes are generally consistent and aligned with the curriculum, providing clear measures of students' progress. The school benchmarks academic outcomes against external assessments to compare students' achievements with national and international standards. The school uses CAT 4 data to assess students' potential. Other external benchmark tests such as TIMSS and IBT are used to evaluate students' attainment against national and international expectations for the Arabic-medium subjects.
- Assessment information is analysed to identify gaps in students' knowledge and skills and to monitor individuals' progress. The school uses skill trackers to compare individuals' performance with the curriculum's learning expectations. The school shares assessment outcomes with teachers to inform their planning. The impact of this is inconsistent. It does not always result in a focus on appropriate challenge in core subjects.
- Teachers have reasonable knowledge of the strengths of individual students, The quality of oral and verbal feedback which teachers provide varies across subjects and phases. Teachers regularly check students' work and provide feedback to help them improve it. The feedback is not always consistent and constructive enough for students to know what to do next to improve their work.

Areas of Strength:

- The effectiveness of lesson planning and teachers' use of time across all phases.
- The quality of interactions between teachers and students across all phases.

Areas for Improvement:

- Students' skills in critical thinking, problem-solving, and independent research through technology across all phases
- Teachers' use of assessment data to ensure teaching is planned to meet the needs of all 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**	**N/A**

- The design and implementation of the curriculum is good overall across all phases. The curriculum is broad and balanced and age appropriate. It fully meets the requirements of the NCfE and has a clear rationale. It develops students' knowledge, skills and understanding. It provides for continuity and progression. It is well-planned to prepare students to transfer to year 10.
- Students can choose from a range of clubs and after school activities. Cross-curricular links to Islamic values and life in the UAE are planned and effective in most lessons. Teachers enhance learning by incorporating real-life examples and relevant aspects of the UAE and international contexts into lessons.
- The curriculum is regularly reviewed, taking into account data from external, international assessments. Achievement in Phase 1, has improved as a result of curriculum review, the impact of reviews have been less successful for Phases 2 and 3.

Curriculum adaptation	**Good**	**Acceptable**	**Acceptable**	**N/A**

- Curriculum adaptation is acceptable overall. It is good in Phase 1, where all children's needs are successfully met. Modifications to meet the needs of the more able in Phases 2 and 3, especially gifted and talented students (G&T), are not provided consistently.
- Curriculum modification promotes learning skills in the problem-solving subjects. Opportunities for creativity are limited. Enterprise and innovation remain areas which are to be developed.
- The curriculum ensures that students' knowledge and understanding of the heritage and culture of the UAE and Islamic values are very good. Opportunities are planned so that students recite verses from the Holy Qur'an. Islamic values and aspects of UAE heritage and

culture are well integrated in all aspects of students' lives. The school ensure this integration through assemblies, most lessons and the celebration of national festivals and events.

Areas of Strength:

- The impact of curriculum reviews on improving children's achievement in Phase 1.
- The cross-curricular links with UAE culture and Islamic values across all phases.

Areas for Improvement:

- Curriculum provision for enterprise and innovation across all phases.
- Curriculum review in Phases 2 and 3.

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

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

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

- The protection, care, guidance and support of students are good overall. School leaders ensure that the environment is safe. They have developed a suitable child protection policy, which they implement effectively. The policy recognises that safeguarding is everyone's responsibility. The photographs and names of the safeguarding team are published throughout the school. Students confirm that they feel safe in school and know who to turn to for support.
- Senior leaders have implemented effective policies and procedures to ensure that the building is well-maintained and safe. Carefully rehearsed evacuation procedures are in place, regular building checks identify hazards. Recording of remedial actions is thorough

and designed to mitigate any further risks. Security personnel and closed-circuit television cameras enhance the safety of the environment. The school is clean and welcoming.

- Through the wider curriculum, the school's medical team and physical education staff, promote health education as high priority. All students are aware of the importance of diet and exercise. Participation in morning exercise and sports is high.

Care and support	Good	Good	Good	N/A

- The care and support of students are good overall. Students' relationships with staff are positive and based on mutual respect. Staff support students' academic and personal development. Students' good behaviour supports learning in lessons and contributes to engaging learning environments. The school deals promptly and effectively with any cases of bullying.
- Attendance and punctuality have improved in response to measures the school has adopted.
- The school is committed to inclusivity and provides a range of accessible environments. The school has a newly appointed social worker and a head of inclusion who have enhanced the support offered to students. These roles are still in development.
- The school effectively supports students with SEN. It has a rigorous process for accurately diagnosing their needs and detailing strategies and resources to support them. IEPs ensure that parents are kept fully informed of their child's progress and can support their learning.
- The school monitors the wellbeing and personal development of students. Students receive personal and academic guidance when making the transition to senior school. Tasks planned to stretch and challenge the most able students are often not realised in practice during lessons. There is an enrichment curriculum, participation in sports competitions and Qur'an recitation competitions. Systems to support G&T students are in the early stages of development.

Areas of Strength:

- The school's child protection processes and arrangements for health and safety.
- The systems that engender positive relationships between staff and students and students' good behaviour across the school.

Areas for Improvement:

- Systems that support the most able students including those students who are G&T.

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

- Leadership and management are good overall. The recently appointed principal, alongside a newly formed governance council, has set a revised strategic direction for the school. Changes to the senior and middle leadership since the previous review have resulted in a clearer vision for the school. The school has adopted as its defining value the 'giftedness of the child'. The schools' mission is to be a leading institution for nurturing and developing the talents of each student through the curriculum. It is committed to fostering excellence, innovation, and global citizenship. The school focusses on teaching the NCfE while strongly emphasising Islamic values. Senior leaders are committed to the UAE's national and Emirati priorities. The school is inclusive and has students from over 20 different nationalities. Professional relations throughout the school are harmonious resulting in positive morale.
- Almost all leaders demonstrate a secure understanding of the NCfE and are beginning to see good practice emerge in teaching, learning and assessment in bilingual subjects. The school understands the UAE School Inspection Framework. It has made improvements in almost all the areas identified by the previous review. The school has faced staffing issues which have delayed progress in improving some of the core areas. The school has developed best practice in Phase 1 through introducing personalised learning, and targeting children's personal, social and emotional development. The school knows the importance of using data to raise standards. It acknowledges errors and anomalies in data analysis affecting its self-evaluation form.

Self-evaluation and improvement planning	**Good**

- Leaders at all levels know the importance of a whole school approach to self-evaluation involving all stakeholders. The views of parents, teachers and students were considered through surveys. The school is part of the Mawahib educational group. Adopting practice from partners in the group has helped the school identify and action improvements, which are detailed in the school's improvement planning. The school acknowledges middle leaders in

some subject areas have inaccurately evaluated data. This has been addressed. Staffing remains an area of challenge for the school with a small proportion of staff still working towards their teaching licenses. The school has effective policies for teaching and learning. A whole-school approach to lesson planning has led to greater consistency.

Partnerships with parents and the community	Good

- Parents speak positively of the safe, secure and caring environment for learning for their child. They like the open-door policy adopted by senior leaders and all staff. They receive prompt feedback about any issues concerning their child's learning. They welcome the use of NCfE and know that the standards are high and benefit their child. They can see their child's literacy and numeracy skills develop quickly. They actively take part in school events and lead on national celebrations. Parents are an important part of the school's decision-making process.
- The school has contacts with partnerships locally and nationally. The school attends interschool sporting competitions for Ju Jitsu, football and swimming, resulting in many awards. They have a partnership with City University and support trainee teachers. The school has been identified as having best practice through an Arabic reading examination run by Ziad University.

Governance	Good

- The governance council was revised after the previous review. All seven governors hold specific strategic responsibilities. Their up-to-date expertise supports the school across strategic areas including science, technology engineering and mathematics (STEM), robotics and human resources. They work with senior leaders to ensure the school is compliant with statutory policies. Long term plans see the expansion of the curriculum offering a pathway for international GCSEs (IGCSE) and beyond. The governors support staff by providing them with continuous professional development, reduced fees for their children and financial support to achieve post graduate qualifications. They work alongside the school on a day-to-day basis. Governors have set the strategic direction for the school and hold its leaders accountable.

Management, staffing, facilities and resources	Good

- The day-to-day management of the school is effective and efficient. Well organised routines are in place. Corridor supervision enables students to move around in safety. The school has sufficient staff. Teaching assistants are well deployed. The girls' outdoor PE facilities are outdated compared to the facilities provided for boys.

Areas of Strength:

- The impact of the school's partnerships with the Mawahib group, parents and governors.
- Leaders' effectiveness in driving improvements across the school.

Areas for Improvement:

- Middle leaders' understanding of data so that they can raise students' outcomes.
- Leaders' ability to stabilise staff retention so that students have continuity in learning.
- The facilities for girls' PE so that they are up to date.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school employs 18 Arabic teachers from Phase 1 to Year 9. The teacher, student ratio is 1:40
- There is 1 library in the school. The library houses a collection of 600 Arabic books, of which 240 are fiction and 360 are non-fiction titles. Reading provision through digital technology is available in classrooms.
- The school library is organised around a schedule that aligns with free periods in subjects taught in Arabic. It supports the curriculum. The electronic library is a digital platform that provides students with books and educational resources through a shared link. It supports the "Arab Reading Challenge" offering selected content that aligns with the challenge's standards and enhances students' reading skills. The school uses a digital reading platform, which allows students direct individual access to educational resources. Weekly assignments are sent to students and the results monitored to track progress.
- Students are encouraged to participate in the Arabic competitions. Students participate in a language club, weekly writing activities and external competitions and events. Quizzes are scheduled throughout the academic year.

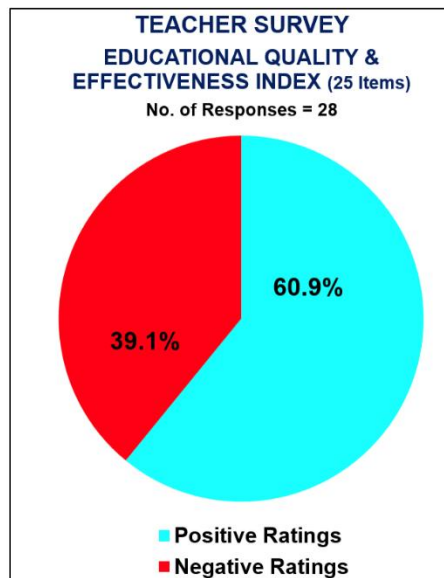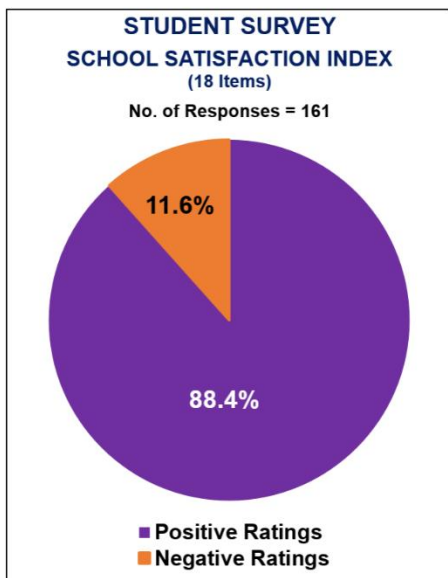## The school's use of external benchmarking data

- Students take international examinations as stipulated by SPEA. They include TALA, Mubakkir, TIMSS, GL Progress Tests, CAT4, and IBT.
- The school prepares students for external benchmarking examinations through a range of initiatives. Heads of Department use Progress Tests to guide the scope and sequence of lessons, incorporating sample examination questions to familiarise students with sentence structure and academic terminology. Similar questions are included in formative and summative assessments to prepare students for final examinations. Additionally, examination cover sheets now categorise questions by Depth of Knowledge (DoK), with at least one question required to be at level DoK 4.
- All test results and reports for CAT4 and Progress Tests are shared with students.
- School reports, including reports to parents are produced for each student and sent through online platforms.

Provision for KG

- There are 135 children in Phase 1. The ratio of teachers to children is 1:23.
- Outdoor equipment includes a water area with flow pipes, funnels, and containers for water. A sand area has digging tools, sieves, moulds, pebbles, shells, and driftwood. There are outdoor chalkboards and magnetic boards for word-building games. An animal area has an enclosure for rabbits and chickens. A planting area has a composting station.
- Indoor areas include a safely padded play area for free play and child-friendly furniture. There are smart screens in every classroom. A small reading corner nestles inside the free flow area.
- To help orientate them, newly enrolled children and their parents meet their teacher. This also enables children to become familiar with the learning environment. The first two weeks of term are half days to help children get used to school routines. Parents are invited to attend school with their child during the first week of transition to Year 1. Workshops are provided for parents to explain the differences between Phase 1 and Year 1. Communication with parents is maintained through online applications for day-to-day updates and examples of children's work, whilst an online platform is used to share weekly plans.

STUDENT SURVEY
SCHOOL SATISFACTION INDEX
(18 Items)
No. of Responses = 161

11.6%

88.4%

■ Positive Ratings
■ Negative Ratings

TEACHER SURVEY
EDUCATIONAL QUALITY &
EFFECTIVENESS INDEX (25 Items)
No. of Responses = 28

60.9%

39.1%

■ Positive Ratings
■ Negative Ratings

- Improve students' attainment in international benchmarking examinations by:
    - using case studies and scenarios for test questions.
    - providing targeted feedback to students on how to improve their answers.
    - planning opportunities for extended writing.

- Improve the quality of teaching, learning and assessment so that it reaches the next level by:
    - raising the level of challenge in lessons.
    - students leading their own learning.
    - planning effective self- and peer-assessment for students.

- Improve the development of innovation in teaching and learning across all phases by:
    - embedding innovation through solving real problems in multiple ways.
    - being creative in delivering lessons.
    - developing project-based learning.

- Improve middle leaders' capacity to improve standards by:
    - building data fluency linked to lesson observations.
    - setting challenging and measurable improvement priorities.
    - providing them with examples of what good lessons look like.

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.