School Performance Review

REPORT | **(SPR)**

Al Murooj Private English Kindergarten & School

24th to 28th November 2024

ITQAN إتقان

Overall
Effectiveness
Rating
GOOD

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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 Students' 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	School ID	122
	School location	Al Azra, Sharjah
	Establishment date	01/09/1994
	Language of instruction	English
	School Curriculum	National Curriculum for England (NCfE)
	Accreditation body	Cambridge
	Examination Board	Cambridge
	External Assessments International and Curriculum Benchmark Assessments	Cognitive Abilities Test (CAT4) Trends in International Mathematics and Science Study (TIMSS) TALA assessment Granada Learning (GL) Progress Tests (PT) in English, mathematics and science.
	Fee Range	AED 11,100 to AED 14,000
Staff	Principal	Sundas Altajar
	Chair of board of governors	Amna Ahmed AlMulla
	Total number of teachers	22
	Total number of teaching assistants	2
	Turnover rate	30%
Students	Teacher: student ratio	1:11
	Total number of students	252
	Total number of students per phase	Phase 1: 32 Phase 2: 203 Phase 3: 17 Phase 4: N/A
	Pre-KG: number and gender Phase 1: number and gender	Boys: 0 Girls: 0 Boys: 18 Girls: 14
	Phase 2: number and gender	Boys: 106 Girls: 97
	Phase 3: number and gender	Boys: 12 Girls: 5
	Phase 4: number and gender	N/A

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Total number of Emirati students	57	
Pre-KG: Emirati number and gender	Boys: 0	Girls: 1
Phase 1: Emirati number and gender	Boys: 6	Girls: 6
Phase 2: Emirati number and gender	Boys: 24	Girls: 20
Phase 3: Emirati number and gender	Boys: N/A	Girls: N/A
Phase 4: Emirati number and gender	Boys: N/A	Girls: N/A
Nationality groups (largest first)	1. Emirati	
	2. Sudanese	
Total number of students with special educational needs	4	

PROGRESS JOURNEY

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

These findings draw from our team of 4 reviewers' 110 lesson observations, 38 Figure 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 the same as the previous review in 2023. The school has made improvements in students' achievements from acceptable to good in almost all subjects and phases. Students' personal and social development is now very good overall. Teachers plan their lessons using learning activities from the National Curriculum for England (NCfE). Assessment remains acceptable. The school follows the Early Years Foundation Stage (EYFS) and the NCfE curriculum, resulting in good curriculum design. Curriculum adaptation remains acceptable. The health and safety including child protection for all students are very good overall. Care and support remain acceptable. The school's learning environments and facilities are well maintained and support students' learning. Leadership is building its capacity to secure further improvement.

KEY AREAS OF STRENGTH:
- Students' progress across all subjects.
- Students' positive relationships and attitudes.
- Students' secure appreciation and understanding of Islamic values and UAE culture.
- The health, safety and protection of students and the promotion of healthy lifestyles.
- The professional partnership with parents.

KEY AREAS FOR IMPROVEMENT:
- The quality of teaching, learning and assessment to the next level across all phases.
- Students' reading and writing in both languages across all phases.
- The planning of opportunities to develop students' innovation and enterprise skills.
- The capacity and accountability of senior and middle leaders so that they secure sustained improvements at pace.

MAIN REVIEW REPORT

PERFORMANCE STANDARD 1:
STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Arabic (as a First Language)	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Arabic (as an additional Language)	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Mathematics	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Science	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	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

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Islamic Education	• Students' achievement in Islamic Education is good overall across Phases 1, 2 and 3. The school's internal data indicates that students make outstanding progress across all 3 phases. This does not fully align with what is observed in lessons and students' work, where the majority of students make better than expected progress over time. • The school's internal data shows that attainment is outstanding across all 3 phases. This does not fully match with what is seen in lessons and students' work, which shows that the majority of students attain above curriculum expectations. There is no external data for Islamic Education. • The majority of students make better than expected progress. In Phase 1, children confidently recite short Surahs with their teachers' guidance, demonstrating emerging listening and pronunciation skills. They begin to connect Islamic teachings to daily moral practices, such as respect, kindness, and fulfilling duties towards others. Children can articulate basic examples of how these values can be practised in their lives. In Phase 2, students effectively recite and memorise verses from the Holy Qur'an while adhering to Tajweed rules. They demonstrate a clear understanding of key Islamic principles, such as accountability and responsibility, and actively participate in discussions that link Holy Qur'anic teachings to real-life situations. Explanations of Holy Qur'anic verses and their deeper meanings require further development. Some students need additional support to independently memorise and recite. In Phase 3 students analyse the significance of Islamic practices, such as ablution and its role in preparation for prayer. Students actively participate in group discussions about Islamic values, including collaboration and respect. The majority of students can explain and reflect on the meaning of the Noble Hadeeth and apply Islamic principles to daily life, although their ability to connect teachings to contemporary issues is less well developed • Overall, the majority of students, including different groups, make better than expected progress.

Areas of Strength	Areas for Improvement

	• Students' understanding of Islamic principles and values, applying these successfully to their daily lives across all phases. • Students' improved memorisation and recitation skills across all phases.	• Students' comprehension and explanation of Holy Qur'anic text in Phase 2. • Students' ability to connect teachings of the Noble Hadeeth to contemporary issues across all phases.
Arabic First and Second Language	• Students' achievement in Arabic as a first language (AFL) and Arabic as a Second Language (ASL) is good across all phases. In lessons and students' work, the majority of students make better than expected progress over time in listening, speaking, reading and writing across all phases. This does not fully align with the school's internal data for AFL, which indicates outstanding progress across all phases. The school did not provide internal progress data for ASL. • The school's internal data shows that attainment is outstanding in AFL for all phases. This does not align with what is observed in lessons and students' work, where the majority of students attain above curriculum expectations. External data for TALA test results show that attainment is good in AFL for Phases 2 and 3. The school did not provide internal attainment data for ASL. • In AFL in Phase 1, children demonstrate comprehensive foundational skills, confidently recognising and drawing Arabic letters. They engage effectively in phonics-based activities, showcasing good progress in reading and early literacy. In AFL in Phase 2, students analyse short stories, identify grammar rules and the main ideas. Their skills in extended writing remain underdeveloped. In AFL in Phase 3, students distinguish between text types, autobiographical texts and non-autobiographical texts, demonstrating analytical skills and clear comprehension as they identify main themes and elements. In ASL in Phase 2, students exhibit confident listening and reading skills. They effectively use vocabulary in structured activities, although still needing more support to develop fluency in speaking, reading and writing independently. In ASL in Phase 3, students improve their vocabulary acquisition and the use of language. While they categorise and articulate vocabulary effectively, sentence structure and the consistent use of standard Arabic require improvement. • Overall, the majority of students, including different groups, make better than expected progress in AFL and ASL.	

	Areas of Strength	Areas for Improvement
	- Children's phonics use to develop reading skills in Phase 1. - Students' analytical and critical thinking skills when distinguishing text types, interpreting them and identifying main themes in AFL in Phase 3. - Students' literacy skills in vocabulary acquisition and structured reading in ASL in Phase 2.	- Students' skills in extended writing in AFL in Phase 2. - Students' fluency in speaking, reading and writing independently in ASL in Phases 2. and 3 - Students' sentence construction and the consistent use of standard Arabic in Phase 3.
Social Studies	- Students' achievement in social studies is good overall. The school's internal data indicates outstanding progress in Phase 2 and 3. This does not match with what is seen in lessons and students' work, where the majority of students make better than expected progress in both phases over time. - The school's internal data shows that attainment is outstanding in Phases 2 and 3. Lesson observations and students' work show that a majority of students attain above curriculum expectations. There is no external data for social studies. - The majority of students make better than expected progress overall. In Phase 2, students demonstrate good understanding of Emirati traditions, such as recognising cultural items for example, bakhoor and kandora, and their importance in modern society. Students confidently discuss the UAE constitution, analysing its foundational principles of justice and equality. Students demonstrate strong understanding of governance and cultural identity. A few students require additional support to fully grasp complex concepts, such as specific constitutional articles. In Phase 3, students develop an understanding of the various types of heritage in the UAE. - Overall, the majority of students, including different groups, make better than expected progress.	
	Areas of Strength	Areas for Improvement

	• Students' understanding of Emirati traditions, cultural items and their modern-day importance in Phase 2. • Students' understanding of UAE governance, cultural identity and citizenship in Phase 2.	• Students' ability to understand specific articles of the UAE constitution in Phase 2.
English	• Students' achievement in English is good overall. The school's internal data shows that students make very good progress. This does not match with what is seen in lessons and students' work where the majority of students make better than expected progress over time. • The school's internal data identifies outstanding attainment in Phase 1 and good in Phase 2. This does not match with what is seen in lessons and students' work which shows that the majority of students attain above curriculum standards across all phases. CAT 4 data indicates that students' attainment is acceptable in Year 4 and Year 6. There is no external data for Phase 1. • The majority of students across all phases make better than expected progress. In Phase 1, children learn to recognise the shape and sounds of the English alphabet. They can correctly read aloud simple words. They can describe pictures with words and simple sentences. Children's ability to write simple words and sentences with correct spelling is underdeveloped. In Phase 2, students develop their listening and speaking skills. They have confidence in participating in lengthy discussions with accurate pronunciation and correct language structures. They can analyse a short story to identify the main elements of events, setting, character and plot. They can read short paragraphs fluently with accurate pronunciation. In Phase 3, students can analyse a reading text to identify detailed information and infer new vocabulary from the context. They can engage in discussions and express their thoughts confidently and fluently using correct language structure. Students extended and independent writing skills is less well developed across Phases 2 and 3. • Overall, the majority of students make better than expected progress. High-attaining students do not consistently make the progress of which they are capable.	
	Areas of Strength	**Areas for Improvement**

	• Students' participation in discussions using correct language structure and accurate pronunciation in Phases 2 and 3. • Students' ability to understand and analyse texts for detailed information in Phases 2 and 3.	• Children's ability to write words and simple sentences with correct spelling in Phase 1. • Students' skills in extended and independent writing in Phases 2 and 3.
Mathematics	• Students' achievement in mathematics is good overall. In lessons and in students' work, the majority make better than expected progress over time across all phases. • The school's internal assessment data indicates very good attainment in all phases. This does not match with what is seen in lessons and in students' work where the majority of students attain above curriculum standards. External assessment in Progress Tests for Year 4 and 7 is acceptable overall. CAT 4 quantitative test results for Year 4 are good and in Year 6 they are acceptable. CAT 4 spatial test results in Year 4 are very good and in Year 6 they are acceptable. • Students' development of knowledge, skills and understanding in mathematics is good overall across all phases. In Phase 1, children can identify 2-Dimensional shapes and know the difference between a cylinder, sphere, pyramid and cuboid. They can count the number of sides, corners and vertices. They can accurately identify shapes around their classroom. In Phase 2, students know about random and non-random patterns and can work out complex random patterns linked to symbols, numbers and words. Students know how to compare and contrast 2 quantities using ratios. They can work out the ratio of lemon juice to water in drinks. All students know about number and quantity and how to use them through mental mathematics. Students frequently resort to using a calculator to help solve more complex mental problems rather than taking time. In Phase 3, students can use simple algebraic equations. They can use mathematical operations using real numbers and link the concepts to their daily lives. The use of mental mathematics is slow across all phases with a small minority using this skill with swiftness and accuracy. • Overall, the majority of students make better than expected progress.	
	Areas of Strength	**Areas for Improvement**

	• Students' application of mathematical operations across all phases. • Students' ability to calculate ratios in Phase 2.	• Students' mental mathematical skills to solve problems across all phases.
Science	• The achievement of students in science is good overall. In lessons and their work, the majority of students make better than expected progress over time. This does not align with the school's progress data which indicates outstanding progress across the school. • Internal data indicates that attainment is outstanding in Phases 1 and 2 and very good in Phase 3. This does not align with what is seen in lessons and students' work, where the majority attain above curriculum standards. External bench marking examinations in Progress Tests show attainment is acceptable. • Overall, the majority of children and students make better than expected progress. In Phase 1, children can match, draw and sort. In Phase 2, students identify and discuss functions of plants. They can discuss the habitats of different animals and differentiate between the desert and forest. Students can explore methods of separating various mixtures by linking them with real objects such as sand, pebbles, magnets and paper clips. They make some real-life connections and discuss how mothers use the sieve to separate unwanted material from food items. In Year 4, students can discuss the arrangement of particles in solids, liquids and gases. In Year 5, students can discuss materials and substances. Students can explore and understand the functions of various types of bones in the human body. Students use their devices to research about arthritis while they learn about types of bones and their support of the human body in Phase 3. Students across all phases demonstrate good knowledge and understanding of physical, and life sciences. Students' skills in scientific thinking, enquiry and their ability to draw conclusions are less well developed across all phases. • Overall girls outperform boys across the phases.	
	Areas of Strength	**Areas for Improvement**

	• Students' skills in making links to real life in Phase 2. • Students' knowledge of physical and life sciences across all phases.	• Students' scientific thinking, enquiry and investigation skills and ability to draw conclusions across all phases.
Other subjects	• Students' achievement in other subjects is good overall. In lessons and students' work the majority of students make better than expected progress over time in physical education (PE), information technology and art. • There are no internal or external assessment data recorded for other subjects. In lessons and in students' work, the majority of students attain above curriculum standards. • In Phase 1, in PE, children develop their gross motor skills by participating in drill exercises. They know how to run, jump and hop and can pass a ball. In Phase 2, students know how to perform a relay start position and know that pushing forward is important. They can perform competitively and know how to work and motivate their team. Students know the importance of warm up exercises before participating in active sport although they do not know how this affects their body. Students do not provide feedback on the performance of their team. In information technology in Phase 1, children can use MS Print and can paint the UAE flag applying the correct colours. They can use the correct functions to erase colour. In Phase 2, students can code and know about coding programs. They can list the commands accurately to connect to the computer. They know the terms sprite, blocks and script and know how to apply these. They do not always to learn from their mistakes when coding. In art, students in Phase 2, know about the artist Piet Mondrian and know his unique style of colour and blocks. They can replicate his style with accuracy. Students enjoy their art lessons and take a full and active part. They do not have the opportunity to showcase their artistic skills so that they can receive feedback from their peers. • Overall, the majority of groups of students make similar rates of progress.	
	Areas of Strength	**Areas for Improvement**

	Areas of Strength	Areas for Improvement
	• Students' participation in PE across all phases. • Students' proficient use of information technology across all phases.	• Students' development of programming skills across all phases. • Students' showcasing their art work so that they can receive feedback from their peers across all phases.
Learning Skills	• Students' learning skills are good overall. Students enjoy learning and take increasing responsibility for their own learning. Students engage well in their learning and show positive attitudes. They enjoy learning and respond to teachers positively. They collaborate and support each other well during their work. In many classes, students work well as 'young teachers' to lead parts of the lesson. Students often answer questions and engage effectively in dialogue. • Students develop their communication skills through participating in lengthy discussions during lessons. They interact well with one another and are confident to communicate their learning. In Phase 1, children can cooperate with each other and develop their communication skills while engaging in play-based learning. • Students regularly attempt to make connections between areas of learning and relate them to the real world. They are unable to make these links without the help of their teachers. Students make links between different subjects in the Arabic-medium subjects and occasionally transfer their literacy and numeracy skills. Students rarely make cross-curricular links between mathematics and science lessons. • In Phase 1, children's curiosity is occasionally stimulated through play and discovery learning. In Phases 2 and 3, students sometimes are enabled to think critically when working on problem-solving, reading comprehension or solving puzzles in English. Critical thinking, problem-solving, enterprise and innovation skills are generally underdeveloped. The use of learning technologies is inconsistent and infrequent across the school.	
	Areas of Strength	**Areas for Improvement**

	• Students' enjoyment and engagement in learning, and their positive attitudes towards their work across all phases. • Students' communication, collaboration and interaction skills across all phases.	• Students' ability to independently make links between different areas of their learning, including to the real world across all phases. • Students' problem-solving, innovation and enterprise, skills and use of learning technologies across all phases.

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

Students' personal and social development and their innovation skills are 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 self-reliant learners and respond very well to critical feedback during lessons. Students typically demonstrate strong self-discipline, and they have positive behaviours that prevail in most lessons, school assembly and during the school's celebrations. Bullying is very rare.
- Staff and students' relationships are mutually respectful across the school. Students contribute enthusiastically to class discussions and respect each other's points of view. Students work well in groups and independently when opportunities are provided and are generally supportive to each other during lesson activities and collaborative learning.
- Students demonstrate a secure understanding of safe and healthy living. Students usually make the correct choices about their own health and safety. The school conducts healthy eating campaigns and monitors students to ensure that they eat nutritious meals. The school monitors students' Body Mass Index (BMI) alongside their diet and physical exercise on a weekly basis. Students follow the school's advice by selecting healthy choices of meals and snacks. The majority of students are active and willing to participate fully in PE and daily exercise.

- Students' attendance is outstanding at 98%. The schools' recent initiatives and close monitoring of attendance have resulted in improvements since the last review. A significant proportion of students arrive late to assembly, school and to the first lesson.

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

- Students have a secure appreciation and understanding of the heritage and culture of the UAE. Students participate in a range of activities that aim to enhance their understanding and appreciation of Islamic values and their impact on UAE society. There are different displays around the school, including the tent of traditional tools and materials used by the UAE people in the past. Students also celebrate all Islamic events and make use of the morning assemblies to promote Islamic values such as kindness, peace, mercy and cooperation. Thorough assemblies and celebration of special days such as World Kindness Day and Tolerance Day, deepening students' understanding of these values and encouraging them to apply them in their own lives.
- Emirati heritage and culture is appreciated by all students. They discuss the history and relevant literature during lessons. They celebrate important events such as Arab Family Day, Emirati Women's Day, the Prophet's Muhammad (PBUH) birthday, the Islamic New Year, Flag Day, and the UAE's National Day.
- Students have a deep understanding and appreciation of their own and world cultures. They can describe aspects that are similar to their own culture and those that are different. They learn about world cultures such as Egypt, the UK and the UAE through assemblies.

Social responsibility and innovation skills	Good	Good	Good	N/A

- Students understand their responsibilities as members of the school's community. They take a key role in making a positive contribution to their community by participating willingly in school activities. They demonstrate attitudes of care in the community. They know about recycling waste, conservation of energy and the implementation of eco-friendly practices by collaborating with local government bodies. They work alongside the Red Crescent to take part in charity drives for food and stationary donations to underprivileged children and orphans in Lebanon.
- Students demonstrate a positive work ethic, and they enjoy learning. They lack the opportunity to initiate ideas and make independent decisions. Students in Phase 3 participate

in innovative computer aided design experiences to develop coding during information technology lessons. Students' innovation enterprise and entrepreneurship skills are less well developed in all phases.

- Students respect the school and other environments. They take part in tree plantation, beach clean-ups and the recent initiative 'My Green Environment is my Future' campaign, helping them to understand the importance of the environment for the future. Students participate in activities that promote sustainability and conservation of energy. Students collaborate with local organisations and government bodies to raise awareness of conservation and advocate for sustainable practices. They also celebrate Earth Day and World Environment Day to promote care for the environment.

Areas of Strength:

- Students' adoption of safe and healthy lifestyles in all phases.
- Students' outstanding attendance.
- Students' respect for the heritage and culture of the UAE and their appreciation of other world cultures across the school.

Areas for Improvement:

- Students' punctuality to morning assembly and their first lesson of the day across all phases.
- Opportunities for students to initiate ideas and develop their innovation, enterprise and entrepreneurship skills in all phases.

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 quality of teaching is good overall. Most teachers demonstrate good subject knowledge and know how students learn. Teachers consistently apply their knowledge to engage students in tasks that suit the needs of most students. Lesson plans typically include a range

- of activities suited to the differing needs of students, based on the school's assessment data. Most teachers follow a structured lesson plan, using time and resources productively to enable students to learn effectively.
- Teachers' effective questioning ensures the reinforcement of students' levels of knowledge and understanding and the consolidation of key concepts. Teachers' positive interactions with students ensures their engagement and support their meaningful discussions and dialogue. Teachers' questioning helps ensure that students are engaged in discussions that enable them to communicate their learning. Teachers' questioning does not always challenge students' critical thinking skills.
- Most teachers use an appropriate range of strategies that are effective in meeting the different abilities of students. Teachers plan differentiated activities to meet the needs of different ability groups. Teachers do not implement these tasks well in lessons. They do not always direct the more challenging questions at higher-attaining students. Teachers' incorporation of teaching assistants in lessons is insufficient in Phase 1.
- Teachers' ability to develop students' innovation, creativity and independent research is underdeveloped.

Assessment	Acceptable	Acceptable	Acceptable	N/A

- Assessment remains acceptable across all phases. Internal assessment processes are mainly coherent and consistent. The school follows an assessment policy which explains how formative and summative assessments are carried out and how the data is used, linked to the NCfE curriculum and the school's use of new Cambridge textbooks and workbooks. External assessments are used for GL in Years 4, 5 and 6. CAT 4 is used for Years 4 and 6. TIMSS tests were taken in 2022, and the results are pending. The TALA assessment was taken for the first time in the current year.
- The results of assessment are analysed using the school's management system, allowing data comparisons to be made. Teachers have responsibility for inputting their own verified data, resulting in gaps in students' knowledge skills and understanding being identified. Remedial support through additional lessons is in place. Teachers' use of assessment to influence their teaching and students' learning is yet to be fully consolidated across the school, remaining inconsistent in its impact.
- Teachers have reasonable knowledge of the strengths and weaknesses of individual students. They provide verbal feedback which often lacks challenge. Teachers' marking and feedback remain inconsistent across the school, providing students with insufficient developmental comments so that they can identify what they need to do to improve.

Areas of Strength:

- Teachers' knowledge of their subjects and how students best learn.
- Teachers' use of questioning to consolidate key concepts and the use of dialogue to engage learners across all phases.
- Teachers' positive interactions with students in all phases.

Areas for Improvement:

- Teachers' use of assessment data and the consistent implementation of lesson plans to ensure students' different learning needs are met well and their use of questioning to challenge higher attainers across all phases.
- Teachers' development of students' innovation, creativity and independent learning skills across all phases.
- The quality of teachers' feedback to students across all phases so that they know how to improve their work and their next steps in learning.

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 quality of the curriculum is good overall. Both the EYFS and NCfE have a clear rationale. The curriculum is broad, balanced and age-appropriate, and is relevant and effective in developing children's and students' knowledge, skills and understanding. It meets statutory requirements. Students are adequately prepared for their next stage in learning.
- The curriculum includes core subjects. PE, art and information technology are also taught. Cross-curricular links are built into the curriculum and planned in Arabic-medium subjects with good links between them. In English, mathematics and science, cross-curricular links are less frequent. In the better lessons, students in English can discuss weather conditions, making clear links to both science and mathematics. Students can transfer their learning and make links, for example, between Arabic and science when discussing the concept of a sandstorm.
- The school conducts termly reviews to ensure its provision is up to date and relevant. It uses prescribed textbooks, workbooks and resource books from the statutory curriculum to ensure consistency and continuity.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	N/A

- Curriculum adaptation remains acceptable to meet the needs of most groups of students. Modifications do not consistently address the specific needs of students, including those with special educational needs (SEN), higher attainers and the gifted and talented (G&T). Most students follow textbook-centred activities with limited variation. Teachers' lesson planning includes differentiated tasks although these are not consistently promoted in all lessons.
- The curriculum engages the majority of students in successful learning. It provides limited activities which enhance their enterprise, innovation or social contribution across curricular areas. The curriculum helps foster students' personal development. There are very few extra-curricular activities or clubs.
- The school provides meaningful opportunities for students to deepen their knowledge and appreciation of UAE heritage, especially in Islamic Education and Arabic as a first language

and social studies. The displays around the school promote well the appreciation of UAE values, culture and society.

Areas of Strength:

- The broad, balanced, age-appropriate, and relevant curriculum across all phases.
- Students' deep understanding of UAE values, culture and heritage across the school.

Areas for Improvement:

- The further adaptation of the curriculum to meets the needs of all groups of students in all phases.
- Teachers' identification and implementation of curriculum links in English-medium subjects across the school.
- The establishment of extra-curricular activities to enhance students' interests and aspirations in all phases.

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**	**N/A**

- The school aligns with UAE MoE guidelines, including Wadeema's Law, ensuring rigorous and comprehensive child protection policies are in place. Staff receive regular training in identifying risks, reporting protocols, and safeguarding measures. An anti-bullying policy is in place, and parents are engaged through workshops to promote its awareness. Students report feeling safe from all forms of abuse, including bullying and well supported.
- The school conducts regular fire drills and emergency evacuation procedures in

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collaboration with the Civil Defence authorities. Detailed records of incidents, maintenance checks, and safety protocols are consistently and thoroughly documented. Facilities, including ramps and adaptive classrooms, are well-maintained, inclusive, and routinely inspected to ensure a very safe and hazard-free environment for all students.

- The school actively fosters a culture of health and wellness through awareness campaigns on dental hygiene, emotional resilience, diabetes' prevention, and cardiovascular health. Events such as Healthy Food Day and Sports Day promote physical fitness and balanced nutrition. Routine health monitoring, including BMI assessments and collaboration between the clinic and physical education staff is conducted with feedback shared with parents. Hygiene awareness activities are emphasised to instil lifelong healthy habits.

Care and support	Acceptable	Acceptable	Acceptable	N/A

- Relationships between staff and students are respectful and supportive, fostering a positive school culture. Staff consistently model appropriate behaviour, enabling students to regulate their own behaviour effectively. The school's behaviour management systems contribute to a harmonious and productive learning environment.
- The school has systems in place for rewarding good attendance. Although punctuality and occasional absenteeism remain an area to be improved. The school's attendance rate is now outstanding.
- Processes for identifying students with SEN and G&T are in place, supported by collaboration with an external agency and there are regular consultations with teachers and parents. While these partnerships provide a foundation, the procedures lack consistency or systematic, data-driven assessments, limiting the precision and timeliness of identification, particularly for G&T students, whose potential is overlooked. Improvements to the school's capacity and practices are required to ensure that all students are identified and supported effectively.
- The school provides appropriate support for most SEN and G&T students, enabling the majority to make adequate progress. Interventions lack consistency and alignment with identification processes, reducing their overall impact. Differentiation and tailored support in lessons require further development to respond better to the diverse needs of these students. Individual education plans (IEP) are in place, although their implementation across lessons varies. Opportunities for G&T students to extend their learning and apply their skills in challenging contexts are insufficient.
- The school provides a positive learning environment in which students' well-being is nurtured through initiatives such as anti-bullying campaigns and awareness events. Students' progress is consistently monitored, with timely interventions provided by counsellors and the inclusion team for personal and academic challenges. Structured

parental engagement, including workshops and regular updates, ensures their active collaboration in students' development.

Areas of Strength:

- The comprehensive safeguarding practices resulting in a secure environment for all students.
- The promotion of physical health, nutrition, and emotional resilience in all phases.

Areas for Improvement:

- Students' punctuality so that they arrive at school on time.
- The systematic implementation of assessments to improve the identification of students with SEN and G&T students.
- The consistent support in lessons for students with SEN and those who are G&T so that they make the progress of which they are capable.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership	Good

- Leadership and management are good overall. The principal, supported by a recently appointed senior leadership team and key stakeholders, is working effectively to bring about school improvement. The principal has a clear strategic vision to provide creativity, innovation and challenge to the education of young minds. The school is inclusive, welcoming over 30 nationalities. The school is committed to the UAE national and Emirate priorities.
- Leaders are successful in creating a positive learning environment in which relationships are courteous and respectful. Teachers' turnover rates at 30% affect adversely the stability and consistency of the school. Stakeholders know that availability of higher salaries contribute to this high rate of turnover. The school currently has more stable staffing and is in process of fully inducting new staff in their roles and responsibilities.

Self-evaluation and improvement planning	Good

- The principal has adopted a strengths, weaknesses, opportunities and threats (SWOT) analysis approach to the school's self-assessment. Surveys from staff, students and parents inform the process. The principal is further supported by a local principal bringing an independent perspective to the school's improvement. The school uses external and internal data to inform its self-evaluation. The school is ambitious about its strengths and areas for improvement. Almost all recommendations from the previous report have been tackled effectively. The school follows an effective policy for teaching and learning, resulting in lesson planning being uniform. The management of and support for all students by new staff requires development. Recently appointed leaders have had insufficient time to have a positive impact on teaching, assessment and curriculum adaptation.

Partnerships with parents and the community	Good

- Parents speak positively about the school. They receive timely communication and notice positive changes in their child's behaviour and attitudes to learning, seeing the progress that their child has made. Parents feel that the caring ethos of the school is very sensitive to the development of their child. The speak positively about the curriculum and receive schedules of their child's learning. They are able to monitor and support their child at home.
- The school has links with a local school that has assisted its self-evaluation process. It also has links for the transition of Year 7 students. There are currently no international partnerships.

Governance	Good

- The governing body, consisting of the owner and representatives from education and industry endeavour to support the school. Members have tried to fulfil their roles in supporting the school for its accountability. The previous school review was positively received by governors who have ensured that resources, including the upgrading of technology across the school, modernised art room, library and information technology laboratory have improved the learning environment for students. The monitoring of senior leaderships' accountability and the school's performance is undertaken remotely. There have been limited observations of teaching by the governing body to support students' learning. Support for new staff is insufficient to help them settle into the school. Governors have not monitored the school's self-evaluation and improvement plan sufficiently rigorously to enable their greater impact on the overall performance of the school.

Management, staffing, facilities and resources	Good

- The day-to-day management of the school is effective and efficient. Routines are followed by all, resulting in a calm atmosphere, developing independence for students new to the school. The school is currently sufficiently staffed. New staff are still receiving training and targeted continuous professional development to enable their successful induction. Some staff are still unfamiliar with cross-school support arrangements. There is still work to be done to support some new teachers in the classroom and routines to establish behaviours to promote learning. The school addressed the need to enhance its accommodation with upgraded information technology platforms in all classrooms and upgrades to the art room, library, computer room and bathroom facilities for both boys and girls. The school has permission to expand its current building and to extend its curriculum provision.

Areas of Strength:

- Parents' involvement in the day-to-day activities of the school.
- The upgraded resources in the learning environments.

Areas for Improvement:

- Governors' rigorous validation of the school's self-assessment and related improvement plan and their holding senior leadership to account.
- Continuous professional development that results in new staff being fully inducted into the school so that they can contribute to raising students' achievement.

Provision for Arabic Language

- The school employs 8 teachers for Arabic language provision. The teacher to student ratio is 1:25, ensuring adequate support for the diverse student population.
- The school provides a total of 1,129 Arabic books across all phases. This includes 751 non-fiction and 378 fiction books. These resources are well-organised to promote reading and support both AFL and ASL students to develop their language skills.
- The school organises various programs to enhance Arabic language proficiency. These include designating the 18th day of every month as 'Arabic Speaking Day' encouraging both teachers and students to communicate in Arabic throughout the day. Library sessions are aimed at improving reading habits and comprehension. Participation in reading marathons as part of the 'Al-Murooj Reads' competition. Events celebrating Islamic milestones and culture. Internal storytelling competitions such as, 'I Am a Storyteller'. Participation in both internal and external competitions, including those focused on Islamic Education and UAE poetry.
- Students engage with online platforms Alef and Kutubee to register for reading programmes and participate in school and organised cultural and literary activities, fostering a collaborative and interactive learning environment. These efforts ensure that students are provided with comprehensive opportunities to improve their Arabic literacy, cultural understanding, and engagement with the language. Parents are encouraged to participate in reading activities.

The school's use of external benchmarking data

- The proportion of students taking international tests is:
  - GL Progress tests for Year 4, 5 and 6 include approximately 90 students.
  - CAT 4 for Year 4 and 6 approximately 68 students.
  - TIMSS – pending results
  - TALA – taken for the first time this year.
- The school follows an assessment policy which is explained to parents through social media. Parents also receive weekly topic schedules and know in advance how to prepare students for external assessments.
- Communication of international test results to students is directedly communicated by teachers on the online communication platform. After results are known, teachers conduct remedial lessons during the zero-hour period.
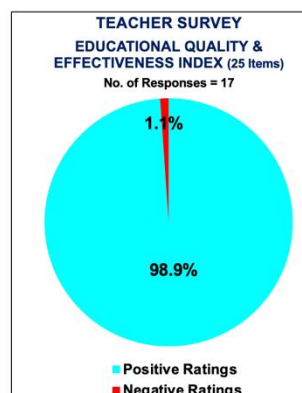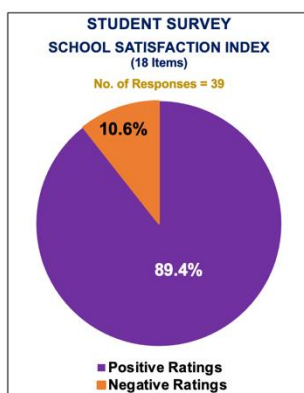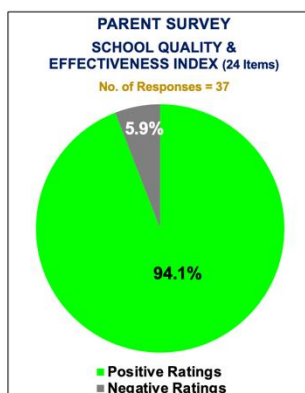- International test results are communicated directly to parents electronically.

Provision for KG

- The school has 1 class in Phase 1 Foundation Stage (FS) 1 and 1 class for FS2. Each class has a teaching assistant. The teacher student ratio in Phase 1 is 1:16.

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- The school has an activity room which is used by both the classes for reading, indoor play and roleplay, and drama. Both classes have material suitable to their grade level. This includes books, colours and models, as well as, reading corners, carpet area, a painting corner, numeracy time, drawing time, construction toys, building blocks, activity centre, lockers, and a smart board.
- There is one outdoor play area which has suitable play equipment. It includes a climbing frame, balancing bars, a bicycle, a replicated home, play tyres and a train. Children use the outdoor spaces and activity room during their lessons.
- The school conducts many activities for the induction of children to formal school. Transition arrangements are set in place when they move to the next phase. Parents are communicated with through personal meetings, online chat groups and social media. Parents' and teachers' meetings take place termly.

VIEWS OF STAKEHOLDERS

PARENT SURVEY
SCHOOL QUALITY & EFFECTIVENESS INDEX (24 Items)
No. of Responses = 37

- 5.9%
- 94.1%
- Positive Ratings
- Negative Ratings

STUDENT SURVEY
SCHOOL SATISFACTION INDEX
(18 Items)
No. of Responses = 39

- 10.6%
- 89.4%
- Positive Ratings
- Negative Ratings

TEACHER SURVEY
EDUCATIONAL QUALITY & EFFECTIVENESS INDEX (25 Items)
No. of Responses = 17

- 1.1%
- 98.9%
- Positive Ratings
- Negative Ratings

- Improve the quality of teaching, learning and assessment to the next level in all phases by:
    - setting consistently high expectations for all students.
    - using assessment data to influence teaching and its impact on all students' learning.
    - providing challenge in all activities.
    - adapting lesson planning and its use in teaching to consistently support the needs of all groups of students, particularly higher-attaining students and those with G&T or SEN so they make the progress of which they are capable.
    - supporting new staff to quickly get to grips with the school's expectations for quality teaching and learning.
    - developing the role of teaching assistants to work alongside teachers, especially in Phase 1.

- Improve further writing and reading in both languages across the phases by:
    - setting regular extended writing activities in all subjects across all phases.
    - creating an environment of reading and writing throughout the extended curriculum.
    - providing opportunities for competitive reading and writing throughout all phases.

- Improve systematically and plan opportunities for promoting students' innovation and enterprise skills in all phases by:
    - using subject knowledge and applying this to different scenarios: locally, nationally and internationally.
    - developing activities through topics that inspire the interests of all students.
    - developing an enquiry-based approach to learning that develops curiosity and creativity.
    - using questions that challenge students' critical thinking skills.

- Improve and build capacity and accountability of senior and middle leaders to be more impactful by:
    - reviewing middle and senior leader responsibilities and accountabilities.
    - setting clear key performance indicators that link to school improvement actions and are regularly reviewed for all leaders.
    - setting timely and realistic improvement goals for all teachers, middle and senior leaders.
    - ensuring governors' rigorously hold senior leadership to account for the school's performance.

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.