



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**THE INTERNATIONAL PRIVATE
SCHOOL OF CHOUIEFAT - SHARJAH**

31 October – 3 November, 2022

Overall Effectiveness

Acceptable





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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, students' attainment data, school self-evaluation form, school policies and the school improvement plan;
- meeting the Governors, Principal, senior leaders, middle leaders, subject coordinators, teachers, parents, and students;
- reviewing teachers' lesson plans, samples of students' coursework and related information;
- attending school activities such as assemblies, arrivals, departures, and break times; and
- analysing the outcomes of the surveys returned by parents.



SCHOOL INFORMATION

School	School ID	162	
	School location	Industrial Area 6	
	Establishment date	21/07/1981	
	Language of instruction	English	
	School curriculum	SABIS	
	Accreditation body	AI, MSA, NCPSA	
	Examination Board	Cambridge, AP College Board	
	National Agenda Benchmark Tests/ International assessment	TIMSS, PISA, GL, CAT4, EMSAT, PIRLS, TOEFL, IELTS	
	Fee range	20,000 – 34,000	
	Staff	Principal	Reham Eldermerdash
		Chair of Board of Governors	Rami Malek
Total number of teachers		155	
Total number of teaching assistants		32	
	Turnover rate	3%	
	Main nationality of teachers	Irish	
	Teacher: student ratio	1:23	
	Total number of students	3648	
	Number of Emirati students	470	
	KG: number and gender	246 female: 263 male	
	Primary: number and gender	896 female: 1041 male	
	Middle: number and gender	290 female: 359 male	
	Secondary: number and gender	270 female: 283 male	
	Nationality groups	Egyptian Emirati	
Total number of students with special educational needs	6		

PROGRESS JOURNEY

Previous Inspection in 2018:

Current Review:

School Performance Review of The International Private School of Choueifat - Sharjah

31 October – 3 November 2022



ACCEPTABLE

ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of seven reviewers' 195 lesson observations, 17 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. Although this is the same as reported at the previous inspection in 2018, there are many areas where educational provision and students' achievement have improved. Leaders' clear strategic direction in providing continuous programmes of training has ensured that previous areas of weakness are no longer apparent and good provision and achievement are increasingly apparent. The learning environment fully supports students' learning. Classrooms are spacious and well-equipped to support teaching and learning.

KEY AREAS OF STRENGTH:

- Students' good achievement in Arabic first language in Primary and Middle, social studies in Primary and English, and mathematics and science in KG and Secondary.
- Students' attitudes, behaviour and relationships, their abilities to carry out their responsibilities as members of the school community, and their respect for Islamic values and awareness of UAE heritage.
- The breadth and balance of the school curriculum and the curricular choices offered to students.
- The school's provision for ensuring students' welfare and safety and guidance given to them about their further education and career choices.
- The leadership of the director and senior leaders in establishing a positive culture across the school and the systems for ensuring parents are fully informed about all aspects of their children's education.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement so it is at a consistently good or better level in all subjects.
- The quality and consistency of teaching.
- Adaptation of the curriculum to ensure activities provided match the needs of all groups of students, particularly for those who are higher attaining.



- The support provided by leaders at all levels to support staff with introducing strategies to ensure that students receive comprehensive feedback about the quality and content of their written work.

MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Acceptable

Indicators:		KG	Primary	Middle	Secondary
Islamic Education	Attainment	NA	Acceptable	Acceptable	Acceptable
	Progress	NA	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Good	Good	Acceptable
Arabic (as an additional Language)	Attainment	NA	Acceptable	Acceptable	Acceptable
	Progress	NA	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	NA	Good	Acceptable	NA
	Progress	NA	Good	Acceptable	NA
English	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
Mathematics	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
Science	Attainment	Good	Acceptable	Acceptable	Good

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	Progress	Good	Acceptable	Acceptable	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable overall. In lessons and their recent work, most students make acceptable progress in Primary, Middle and Secondary.• In lessons and samples of students' work seen, students' attainment is acceptable in Primary, Middle and Secondary. This does not match the internal assessment data, which shows outstanding attainment across the school.• Most students make acceptable progress over time. They gain a secure understanding of Islamic concepts. Students acquire values such as kindness to people, charity and justice. They also learn to compare texts from the Holy Qur'an with other world religious texts. In Secondary, most students gain a secure understanding of the principles of following the correct teachings in Islam and in learning how to use this knowledge when making decisions. However, students sometimes struggle with memorising Hadeeths, applying the recitation rules of the required verses of the Holy Qur'an, and with reading Islamic texts.• All groups of students make at least expected progress. Higher-attaining students do not always progress as well as they could because work provided lacks sufficient challenge. Lower-attaining students do not always progress sufficiently because they struggle with aspects of the work provided.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge and understanding of Islamic concepts.• Students' knowledge of the texts in the Holy Qur'an.	<ul style="list-style-type: none">• Students' reading skills.• Students' skills to memorise the Hadeeths and to apply Tajweed rules when reading the Holy Qur'an.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a first language (AFL) is good and second language (ASL) is acceptable overall. It is acceptable in AFL in KG and Secondary and good in Primary and Middle. It is acceptable in ASL in Primary, Middle and Secondary. In lessons and their work, students make acceptable progress in AFL in KG and Secondary, and good progress in Primary and Middle. In Primary, Middle and Secondary, students make acceptable progress in ASL.• Internal assessment data shows attainment in AFL and ASL as outstanding across the school. This is not borne out by lessons and students' work seen, which show AFL and ASL students' attainment as acceptable across the phases.• Across the school in both AFL and ASL students make secure gains with improving their speaking and listening skills, and progress well in developing their reading comprehension skills. In AFL, KG children make acceptable gains with building their early literacy skills. They recognize short and long letter sounds, listen carefully and speak with increasing vocabulary, although not always in full sentences. Across the school, most ASL students make acceptable gains in using new vocabulary to express their ideas about daily life topics and making connections between texts and real-life experiences. In AFL and ASL, students' extended writing skills and their handwriting skills to produce legible work in copybooks are less well-developed across the phases.• All groups of students make at least expected progress. However, higher-attaining students in both AFL and ASL do not always progress as well as they should.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' reading comprehension skills in Middle and Secondary.• Students' speaking and listening skills.	<ul style="list-style-type: none">• Students' extended writing skills across the phases.• Students' handwriting and presentation skills.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. Achievement is good in Primary and acceptable in Middle. In lessons and their work, students make good progress in Primary and acceptable progress in Middle.• Students' attainment is good in Primary and acceptable in Middle. This does not match with the school's internal data which shows all students make outstanding progress.• In Primary and Middle, students acquire good knowledge of UAE geography. In Primary, students make good gains in learning to discuss the meaning of the word 'United' as well as how this type of union strengthened the country. In addition, they make good gains with learning about the history, heritage and traditions of the UAE. They make acceptable gains in their learning in these areas in Secondary. In both phases, students develop an understanding of the rights and responsibilities of UAE citizens. In Middle, students gain some understanding about how people live in other countries but do not sufficiently deepen this knowledge, and their knowledge of economic concepts, through analysing and researching information. In both phases, students do not sufficiently use learning technology to enhance their research skills in history and geography.• Overall, all groups of students make at least expected progress, but higher-attainers are insufficiently challenged to accelerate their progress fully.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' geographical knowledge about the UAE in both phases.• Student's understanding about the rights and responsibilities of UAE citizens.	<ul style="list-style-type: none">• Students' use of learning technology to enhance their research skills in history and geography in both phases.• Students' ability to analyse data and information to explain economic concepts and expand their knowledge about world culture in Middle.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. It is good in KG and Secondary. In lessons and in their work, students make acceptable progress in Primary and Middle, and good progress in KG and Secondary.• Students' attainment is acceptable in Primary and Middle, and good in KG and Secondary. This does not match the internal assessment data, which shows outstanding across the school, and external data for Primary and Middle which shows weak attainment in PT tests. The Secondary IGCSE and AP tests results show outstanding attainment but only a minority of students sit for these examinations.• In KG, children make good gains in building their knowledge of phonics and using these to decode and read a range of words and write short sentences. Across the school, students acquire secure reading comprehension skills, with good gains in this area in Secondary. Across the school, students make acceptable gains in writing for a range of different purposes. However, students generally make insufficient progress in producing accurate and well-presented pieces of extended writing. Across the school, students develop confidence in answering questions. However, they do not sufficiently express themselves at length and fluently in class discussions and collaborative activities.• Overall, all groups of students make the expected progress, with good progress noted in KG and Secondary. However, higher-attaining students do not always progress as rapidly as they could because they do not always find the work sufficiently challenging.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's phonics skills in the KG.• The reading comprehension skills of students especially in the Secondary phase.	<ul style="list-style-type: none">• Students' skills with producing extended pieces of writing across the school and the accuracy and presentation of their work.• Students' skills to speak fluently and at length in group and class discussions.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall. It is good in KG and Secondary. In lessons and in their work, students make acceptable progress in Primary and Middle, and good progress in KG and Secondary.• Students' attainment is acceptable in Primary and Middle, and good in KG and Secondary. This does not match the internal assessment data, which shows outstanding attainment across the school, and external data for Primary and Middle which shows weak attainment in PT tests. The Secondary IGCSE results show acceptable attainment and AP tests results show good attainment but only a minority of students sit for these examinations.• The majority of children in KG make good gains in establishing their understanding of numbers and shapes. Primary and Middle students make acceptable gains in advancing their knowledge of factors, area, space and basic geometry. However, in Primary, students progress less well in learning to apply basic number operations in different ways, and Middle students progress less well with developing their mathematical problem-solving skills. Students in Secondary make good gains in working with algebra, trigonometry and integration, and acquire good skills with interpreting data presented in graphs.• Overall, all groups of students make at least expected progress. However, higher-attaining students do not progress as rapidly as they could because they are not sufficiently challenged by the work provided.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• KG children's understanding of number and shape.• Secondary students' skills to analyse and interpret information presented using graphs.	<ul style="list-style-type: none">• Primary students' skills in applying basic number operations.• Middle students' mathematical problem-solving skills.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. It is good in KG and Secondary, and acceptable in Primary and Middle. In lessons and in their work, students make acceptable progress in Primary and Middle, and good progress in KG and Secondary.• Students' attainment is acceptable in Primary and Middle, and good in KG and Secondary. This does not match the internal assessment data, which shows outstanding attainment across the school, and external data for Primary and Middle which shows weak attainment in PT tests. The Secondary IGCSE and AP tests results show outstanding attainment but only a minority of students sit for these examinations.• In KG, children make good gains with learning about the natural world and learning about the five senses and the organs of the body involved. Primary students gain secure basic understanding of the immune system and Middle students gain a secure understanding about forces and gravity. In Secondary, students gain a good knowledge of scientific facts and theory; for example, learning to interpret the pH value of magnesium sulphate. Across the school, students do not sufficiently develop their scientific thinking, enquiry and investigation skills, and do not sufficiently develop their practical and laboratory skills.• Overall, all groups of students make at least the expected progress. However, the higher-attaining students across the school do not progress as rapidly as they could because the work is insufficiently challenging for them.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's understanding of the natural world in KG.• Students' knowledge of scientific facts and theory in Secondary.	<ul style="list-style-type: none">• Scientific thinking, enquiry and investigation skills.• Practical and laboratory skills.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. The progress they make in other subjects across the school is acceptable except in PE in Primary, Middle and Secondary where it is good.• In IGCSE results, lessons and in their work, students' attainment in ICT, economics, business studies and accounting is acceptable. Students' attainment seen in lessons and in their work in French, art and moral education is acceptable overall. In lessons seen in PE, attainment is acceptable overall.• In Primary, Middle and Secondary in PE, students make good gains in their knowledge, skills and understanding for example, volleyball and handball skills, and their skills working as a team with older students. In business, economics and accounting, Secondary students develop acceptable understanding of concepts, such as the relationships between price and supply and the underlying causes of deflation and inflation. In ICT they develop acceptable skills, for example, learning about the effect of messaging to others in a range of contexts. In French, art and moral education, students make acceptable progress in the phases in which they are taught these subjects. In French, students progress less well in acquiring the reading, writing and speaking skills they need. In art, students do not gain a sufficiently wide range of skills with using different art techniques. In moral education, students make acceptable gains in learning to express their opinions about how they feel when they come to school, and how they deal with their friends.• Overall, all groups of students across the school make at least expected progress. However, higher-attaining and lower-attaining students do not always progress as rapidly as they could, especially in Primary and Middle.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of basic concepts in economics, business studies and accounting.• Students' ball control and team skills in PE in Primary, Middle and Secondary.	<ul style="list-style-type: none">• Reading, writing and speaking skills in French in Middle and Secondary.• The breadth of students' skills in art.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are acceptable overall.• Most students fully engage in all class activities and show a positive attitude. They interact with each other and their teachers in a very positive way. Some good examples are seen of students collaborating and supporting each other with their work in Secondary. However, this approach is seldom seen in lessons across the rest of the school. There are good examples of students across the school, working as 'shadow' teachers to lead the learning in classes. While students often talk and answer questions in a lively fashion, they do not take their communication skills further by presenting ideas at greater length with each other, or in class discussions to help promote their thinking, understanding and confidence in speaking fluently.• Across the school, students sometimes relate what they are doing to the world around them. However, this is not a consistent trait of students' work in lessons• In some subjects and activities in Secondary, students learn to think critically when working on problem-solving and reading comprehension. However, generally across the school, students' innovation, critical thinking and creative skills are underdeveloped. Students make very good use of learning technology to support their work	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' positive attitudes towards their work.• Students' use of learning technology.	<ul style="list-style-type: none">• Students' innovation, creative and critical thinking skills.• Students' communication skills.



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

Indicators:	KG	Primary	Middle	Secondary
Personal development	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• Overall, the students' personal and social development and their innovation skills are good.• Students display positive attitudes to learning and develop increasing self-reliance and responsibility.• Students' behaviour is very good, and they show respect towards each other and adults. Students are very friendly and supportive of each other, and relationships amongst students and staff are very good.• Students have positive attitudes toward healthy eating and maintaining active lifestyles. They follow the school's advice by selecting healthy choices for snacks and meals. Most are active, willing participants in physical education classes and sports.• Attendance at 96% is very good and reflects students' enjoyment of learning. Students are usually punctual.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">• Students demonstrate a good understanding of Islamic values and the way these influence life in the UAE.• Students have a good knowledge of, and respect for, the UAE's heritage and culture. They celebrate National, Flag and Martyr's Days, and other national occasions, and regularly visit museums and cultural events.• Students develop a <u>secure</u> knowledge about their own identity and cultures in the UAE but their knowledge of other world cultures is less well developed.				
Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none">• Students have a good understanding of their responsibilities in contributing to the life of the school and wider communities and carry out a range of volunteer activities; for example, through				



the work of the Student Life Organization. They understand their roles as citizens and respond willingly to opportunities provided.

- Students generally enjoy their work and taking part in projects, but do not often take the lead in showing innovation, enterprise and entrepreneurship in the work that they do.
- Students show good understanding of the importance of environmental sustainability and take care of their school environment. They take part in local schemes to support conservation.

Areas of Strength:

- Students' positive attitudes and very good behaviour.
- The students' abilities to take responsibility and carry out volunteer activities.

Areas for Improvement:

- Students' involvement in innovation, enterprise and entrepreneurship.
- Students' knowledge of other world cultures.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The overall quality of teaching and assessment is acceptable.• Teachers have secure subject knowledge and understanding of how students learn. Lesson planning is consistent, with timed activities and resources identified to support learning. The classroom environment is arranged in a suitable way to enable students to meet learning expectations.• Teacher and student interactions are positive. Questioning strategies are inconsistent. They are stronger in Secondary where, in the best lessons, teachers require students to explain their answers and give their own solutions to problems. However, across the school extended dialogue with students in either class discussions or group work is not sufficiently evident.• Overall, teachers use effective strategies to drive learning forward at an acceptable pace for the different groups of students. However, there remains much scope for providing more personalized challenge for different groups of students and especially for those who are higher-attaining.• Teachers generally encourage students to become independent learners. In the best lessons, especially for older students, teachers develop students' critical thinking skills, but overall, critical thinking and innovation skills are insufficiently developed.				
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The school has very robust and consistent internal assessment procedures which give a clear picture of students' progress. The assessment links securely with the school curriculum.• The school has a suitable array of external examinations to benchmark academic outcomes against national and international standards. However, results are insufficiently well analysed to give a clear summative picture of attainment at the end of different phases.• Although the rigorous internal assessment system gives a very clear picture about students' progress, it does not provide an accurate overall summative picture of students' attainment.• Overall, assessment information is used appropriately to inform teaching in line with the school's pacing charts. However, the information does not sufficiently inform teaching in terms of providing a full level of challenge for higher-attaining students.• Through their questioning and monitoring in lessons, teachers have an adequate view of students' strengths and weaknesses. However, work in books is not marked regularly and insufficient feedback is provided to students on the quality of their written work and advice on how they can improve.				

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Areas of Strength:

- Secure subject knowledge of teachers.
- The use of internal assessment procedures to monitor students' progress.

Areas for Improvement:

- The analysis of external assessment data to provide a clear summative picture of attainment.
- The use of assessment information to inform the provision of work for higher-attaining students.
- The marking of students' written work and the feedback provided for them to help improve their work.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of the curriculum is acceptable.• The curriculum has a clear rationale, is broad, balanced and complies with statutory requirements. It is well planned to ensure students build progressively on previous learning.• A wide range of curricular choices are provided for older students, to meet their interests and aspirations. Close consultations with parents and students are held to help in decisions regarding subject choices, ensuring students are very well prepared for their chosen careers.• Cross-curricular links are planned but are not yet effective in lessons. Regular curriculum reviews are conducted ensuring adequate provision to meet the needs of most students.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Curriculum modifications are adequate to meet the needs of most groups of students. However, occasionally the provision does not sufficiently support the lower-attaining students, and frequently does not ensure sufficient challenge for the higher-attaining students.• An appropriate range of extra-curricular activities, and competitions are offered to students. However, opportunities to engage in activities that promote enterprise, innovation and creativity within lessons are limited.• Good learning experiences are provided to enable students to develop a good understanding of the UAE's values, culture and society.				
Areas of Strength:				
<ul style="list-style-type: none">• Curricular choices offered for the older students.• The review of the curriculum.				
Areas for Improvement:				
<ul style="list-style-type: none">• The modification of the curriculum to ensure sufficient challenge for higher-attaining students.				



- The provision of activities to support the development of students' innovation, creative and critical thinking skills.



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

Indicators:	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
<ul style="list-style-type: none">• The protection, care, guidance and support of students is good overall. All staff know how to safeguard students and the procedures to follow if an issue of child protection arises. Students feel safe and are confident to report any concerns. The school clearly communicates its policies and procedures to staff, parents and students, including those for protecting students from bullying and potential dangers of the internet and social media. Policies are reviewed regularly, and staff receive frequent training about updates or changes.• The school conducts thorough checks to ensure that any risks are swiftly addressed. Students are always properly supervised around the school and on school transport. The school meets all legal and regulatory requirements, including emergency evacuation drills.• Any incidents affecting students' health, safety or well-being are systematically logged and stored securely along with detail of any resultant action taken.• The learning environment fully supports students' learning. The school is clean and well-maintained.• The school regards the promotion of healthy living as an important part of its provision. The awareness about a healthy lifestyle is promoted through the curriculum, lectures and workshops including training for staff and students. Students follow the school's guidelines for eating healthy food.				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">• The staff develop very good relationships with the students; consequently, behaviour is very good.• The school is very successful in promoting students' attendance and punctuality.• The school has secure systems to identify students with special educational needs (SEN). Staff have rightly identified the need to introduce individual educational plans for these individuals. While gifted and talented students are suitably identified, systems for supporting these individuals are at the early stages of development.• Good systems are in place to ensure that all individuals are provided with the appropriate support to ensure their well-being.				



- The personal support systems for all students ensure all receive personal and academic guidance. Staff provide students with high quality personalised advice and guidance about career choices and higher education pathways.

Areas of Strength:

- The promotion of staff and student relationships.
- Career guidance for older students.

Areas for Improvement:

- The implementation of the individual educational plan for SEN students.
- Provision for gifted and talented students.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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

- The overall quality of leadership and management is acceptable.
- The director, along with members of the senior leadership team, set a clear vision for the school's direction. They are successful in providing a positive learning culture so that students are keen to do their best.
- Leaders are knowledgeable about the school's curriculum and have clear knowledge of what constitutes good practice related to the school's methods of teaching. They rightly recognise the need for leaders at all levels to fully support staff with introducing strategies that ensure students receive comprehensive feedback about the quality and content of their written work.
- Relationships and communication are strong so that all members of the school community feel valued, and there is good morale amongst the staff.
- The leadership team and leaders at all levels have clarity on what is needed to keep the school improving. Leaders rightly recognise that there remains work to do in improving the overall progress of students, in particular with accelerating the progress of higher-attaining students.
- Since the last review, leaders have successfully improved aspects of the school's performance, and they ensure that the school is fully compliant.
- Self-evaluation is acceptable and provides a clear picture of the school's strengths and areas for improvement. However, teachers across the school are not yet fully involved in the process of constructing the self-evaluation. Although both internal and external assessment data are used to inform the self-evaluation, there remains scope for improving the analyses, particularly of the external assessment data to more accurately inform the process.
- Leaders ensure that teaching and learning are regularly monitored across the school, but recognise that current systems do not sufficiently focus on evaluating students' achievement during the observations.



- The school has a suitably prioritised improvement plan that contains clear recommendations. However, there remains scope for further embracing areas of improvement in line with school self-evaluation findings. The school has made acceptable progress over time in addressing the recommendations from the previous review.
- The school has established a good partnership with parents, and robust systems are in place to communicate with parents and to report to them about their children's progress. The school is aware of the need to develop a wider range of international partnerships beyond the Choueifat network of schools, in order to strengthen students' understanding of their roles as global citizens.
- The school's board of directors works well to support senior leaders and to monitor the work of the school. They understand the need to take on board the views of parents to a greater extent, with plans in place to establish a parents' council to support this.
- The school runs very efficiently on a day-to-day basis and has sufficient staffing and good quality accommodation and resources, with especially good technology resources. Teachers receive a full range of training. However, there is a need to bring full focus within the training to support teachers in providing clear feedback to students to help them improve their written work and to help them in more fully supporting the progress of higher-attaining students.

Areas of Strength:

- The positive culture for learning created across the school by the director and senior leaders.
- The strong partnership established with the parents.

Areas for Improvement:

- The support given by leaders at all levels for staff in improving the systems for feeding back to students about the quality of their written work and for improving the provision in lessons for higher-attaining students.
- The full involvement of all staff in the school self-evaluation process.
- The analyses of external assessment data to better inform the self-evaluation process.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has a total of 34 Arabic teachers and the teacher-to-student ratio is 1:30.
- The school has 1400 Arabic library books comprising 150 non-fiction, 50 reference and 1200 non-fiction books. In addition, a wide range of E-books is available. These E-books are frequently used by teachers and students during lessons.
- One day each week is devoted to E-book reading during Arabic-medium subject lessons. Extra Arabic reading scheme books are also available for students in grades 2 to 6. All classes have full access to the library at break times.
- Extra-curricular Arabic activities are provided and include competitions and quizzes. Poetry recitation is promoted on special occasions such as National Day, Flag Day and during celebrations for Ramadan, Eid and Hajj. Parents are encouraged to help their children with the work involved.

The school's use of external benchmarking data

- In compliance with SPEA requirements, the school involves students in CAT 4, PIRLS, TIMSS, PISA, IGCSE, PT/GL, AP, TOEFL, IELTS and SAT external examinations. All of the students at the relevant age groups who are required to sit these examinations, do so.
- Students sit 'mock' examinations in preparation for all tests and extra study lessons are provided to support students as required.
- The school has an appropriate National Agenda Programme action plan and parents are kept fully informed about all of the processes and preparations.
- The school keeps students and parents fully informed about all test results. In some cases, such as the Cambridge IGCSE and College Board examinations, results go directly to the students and parents.

Provision for KG

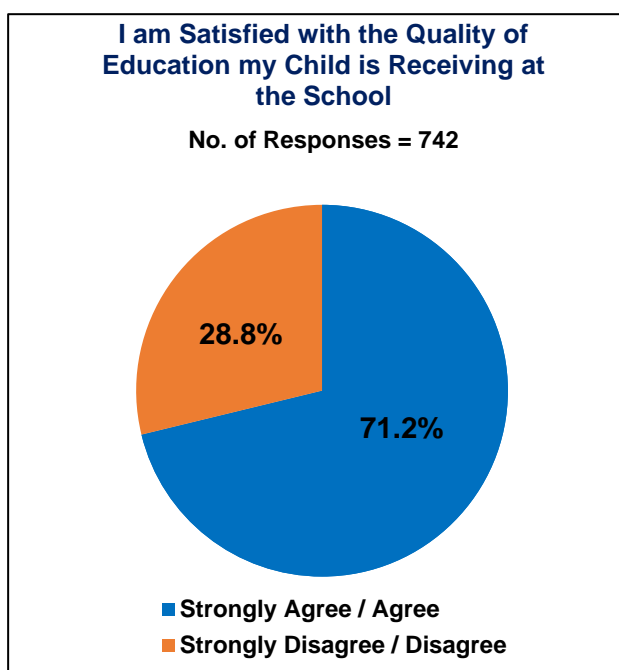
- The school currently has 19 KG classes and class teachers and each class has a learning assistant to help with resources preparation and with supporting children's personal needs. The adult to child ratio is 1:13.
- Classrooms are spacious, well-equipped and limited to a maximum of 28 children per class.
- The outdoor environment for the children is also spacious with a large outdoor yard and four shaded areas. Go-kart driving tracks are available along with 'jungle gym' equipment including slides and climbing equipment.
- Clear induction strategies are organised by the KG department for all children starting at the school with face-to-face meetings for parents and their children available prior to children starting. At the meetings, full information is provided in relation to how the KG operates on a day-to-day basis and parents are informed about communication systems including the use of the parent app to enable them to keep up-to-date with all KG activities and how their children are progressing. Similarly, clear systems are in place to facilitate the transition of



children into Grade 1 with the KG academic quality controllers (AQC's) keeping the parents fully informed about this process.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

Improve achievement to a consistently good or better level in all subjects by:

- fully developing students' skills in Islamic Education with reading Islamic texts, memorizing the Hadeeths and applying Tajweed rules when reading the Holy Qur'an
- fully developing the accuracy and presentation of students' written work and their ability to produce extended pieces of writing in AFL, ASL and English
- fully developing Primary students' mathematical skills in applying basic number operations and Middle students' problem-solving skills
- fully developing students' scientific thinking, enquiry and practical investigation skills across the school
- fully developing students' innovation, creative and critical thinking skills and communication skills across the school.

Improve the quality and consistency of teaching by:

- ensuring teachers regularly mark all students' written work and provide clear feedback to them about how they can improve the accuracy and presentation of their work

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- ensuring that all external assessment data is analysed to give a clear summative picture of students' attainment
- ensuring teachers make full use of assessment information to match work precisely to the needs of higher-attaining students.

Adapt the curriculum to ensure activities provided match the needs of all groups of students and particularly for those who are higher attaining by:

- reviewing the current curriculum content and ensuring it provides activities that challenge higher-attaining students
- monitoring all curriculum adaptations to ensure these are fully implemented.

Strengthen leadership and management by:

- fully implementing current plans for leaders at all levels to support staff with introducing strategies to ensure that students receive comprehensive feedback about the quality and content of their written work
- fully involving all staff in the school self-evaluation process.

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

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

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

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