هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

PROGRESSIVE ENGLISH SCHOOL

16 - 19 January 2023

Overall Effectiveness	WEAK

ITQAN
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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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

THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

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

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

Performance Standard 6. Leadership and management, comprising:

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

Judgements

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

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

<table>
<tr><td rowspan="9">School</td><td>School ID</td><td>175</td></tr>
<tr><td>School location</td><td>Al Yarmook, Sharjah</td></tr>
<tr><td>Establishment date</td><td>1981</td></tr>
<tr><td>Language of instruction</td><td>English</td></tr>
<tr><td>School curriculum</td><td>Indian</td></tr>
<tr><td>Accreditation body</td><td>N/A</td></tr>
<tr><td>Examination Board</td><td>Council for the Indian School Certificate Examinations (CISCE)</td></tr>
<tr><td>National Agenda Benchmark Tests/ International assessment</td><td>PISA, TIMSS, PIRLS</td></tr>
<tr><td>Fee range</td><td>AED 3,500 to 6,100</td></tr>
<tr><td rowspan="6">Staff</td><td>Principal</td><td>Mrs Ishrat Yasin</td></tr>
<tr><td>Chair of Board of Governors</td><td>Dr A S Judson</td></tr>
<tr><td>Total number of teachers</td><td>116</td></tr>
<tr><td>Total number of teaching assistants</td><td>12</td></tr>
<tr><td>Turnover rate</td><td>12%</td></tr>
<tr><td>Main nationality of teachers</td><td>Indian</td></tr>
<tr><td rowspan="10">Students</td><td>Teacher: student ratio</td><td>1:21</td></tr>
<tr><td>Total number of students</td><td>2408</td></tr>
<tr><td>Number of Emirati students</td><td>0</td></tr>
<tr><td>KG: number and gender</td><td>Total 342: Boys 168, Girls 174</td></tr>
<tr><td>Phase 2: number and gender</td><td>Total 1204: Boys 613, Girls 591</td></tr>
<tr><td>Phase 3: number and gender</td><td>Total 462: Boys 235, Girls 227</td></tr>
<tr><td>Phase 4: number and gender</td><td>Total 400: Boys 201, Girls 199</td></tr>
<tr><td rowspan="2">Nationality groups</td><td>1. Indian</td></tr>
<tr><td>2. Pakistani</td></tr>
<tr><td>Total number of students with special educational needs</td><td>60</td></tr>
</table>

PROGRESS JOURNEY

Previous Inspection (2019):	Current Review:
ACCEPTABLE	**WEAK**

School Performance Review of Progressive English School
16 - 19 January 2023

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of seven reviewers' 182 lesson observations, 29 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is weak. This is a regression since the previous inspection in 2019 where the overall effectiveness was acceptable. The long-established principal has initiated a comprehensive set of educational priorities for improvement, but these have yet to have had a significant impact on teaching and student achievement across the school. The learning environment at the school is weak with cramped classrooms which are shared throughout the day due to the split shift approach in the school. Teaching and assessment are weak overall in KG, Phases 2 and 3 and acceptable in Phase 4. Protection, care, guidance and support is acceptable overall. Leadership and management is weak overall.

KEY AREAS OF STRENGTH:

- The positive attitudes of students in Phases 3 and 4.
- Students' appreciation and understanding of Islamic values and UAE heritage and culture.
- Parents' satisfaction with the communication channels from the school.

KEY AREAS FOR IMPROVEMENT:

- Achievement across all subjects.
- The impact and effectiveness of middle and senior leaders.
- The quality of teaching and the learning environment in all subjects and phases.
- The collation, analysis, and use of student assessment data to inform priorities.
- The appropriate challenge and support for all groups of students including those identified with special educational needs (SEN) and those identified as gifted and talented (G&T).
- The quality of provision for children in KG.

MAIN REVIEW REPORT

PERFORMANCE STANDARD 1:
STUDENTS' ACHIEVEMENT

Students' achievement overall is Weak

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

Islamic Education	- Students' achievement in Islamic Education is acceptable overall. In lessons and in their work, most students make expected progress in all phases. This matches the school's internal data which shows that students' progress is acceptable in Phases 2, 3 and 4. - Internal assessment for Phases 2, 3 and 4 show attainment as good in Phase 2 and acceptable in Phases 3 & 4. This is not seen in lessons and in students' work where attainment is only acceptable, with most students across all phases attaining in line with the curriculum standards. - Most students make acceptable progress. In Phase 2, students develop an understanding of Islamic values and principles, and they are able to link this to their daily activities. Most students in Phases 3 and 4 can elaborate clearly on the Seerah and the life of the Prophet Muhammed (PBUH). They are able to reflect on the importance of faith in building the identity of Muslims and supporting humanity and the universe. However, students' ability to recite the Holy Qur'an, interpret the verses and apply Tajweed rules are underdeveloped. Students' reading and analytical skills of the Nobel Hadeeths in Arabic and English are underdeveloped. - Overall, most groups of students make the expected progress. Higher-attaining students do not progress as well as they could, particularly in Phase 2.

Areas of Strength	**Areas for Improvement**
- Students' application of Islamic values and principles to their daily lives - Students' knowledge about the Seerah of the Prophet Muhammed (PBUH), especially in Phase 3.	- Students' Holy Qur'an recitation skills and application of Tajweed rules across all phases. - Students' interpretation of Noble Hadeeth and Holy Qur'an verses in Phases 3 and 4.

Arabic As a Second Language	- Students' overall achievement in Arabic as a second language is weak. In lessons and over time, only a majority of students make at least the expected progress. This does not support the school's internal data which shows that all students make acceptable progress. - Attainment is weak overall. Internal assessment information indicates that attainment is acceptable overall. This is not supported by evidence seen in lessons and students' work where attainment is weak as only a majority of students are meeting curriculum standards. - Students' progress in developing their Arabic speaking and listening skills is weak. However, students' Arabic handwriting is neat and clear. They follow basic grammatical rules and can read simple sentences. Students do not always listen well and develop an understanding of spoken classic Arabic Language. Only a majority of students in Phases 2, 3 and 4 are developing speaking, listening, reading and writing skills in line with curriculum standards. Students' speaking of classic Arabic language and extended writing skills are less well developed overall. - At least one significant group of students do not make the expected progress, this includes more able students and those identified with special educational needs.

Areas of Strength	**Areas for Improvement**
- Students' neat handwriting. - Students' adherence to basic grammatical rules.	- Students' reading and writing skills across all phases. - Students' speaking and listening skills across all phases.

Social Studies	• Students' achievement in social studies is acceptable overall. In lessons and in their work, most students make expected progress in all phases. This does not match internal data in Phase 2, which shows that students make very good progress. It does match the school's internal data in Phases 3 and 4 which shows that students' progress is acceptable.
	• Internal assessment data shows very good attainment for Phase 2 and acceptable attainment for Phases 3 and 4. This is not seen in lessons and students' books where, overall, students' attainment is acceptable, as most students attain levels of knowledge, skills, and understanding that are in line with curriculum standards.
	• Most students make acceptable progress in Phases 2, 3 and 4. They understand aspects of national identity, citizenship, values in society and the national economy. They have knowledge of the heritage and culture of the UAE. They gain an age-appropriate understanding of tourist attractions, the components of UAE culture, trade routes and social responsibility. However, their knowledge of other cultures around the world across all phases is underdeveloped, as students are unable to connect their understanding with other subjects and their daily lives.
	• Overall, all groups of students make expected progress. However, higher attaining students do not progress as well as they could.

Areas of Strength	Areas for Improvement
• Students' knowledge and appreciation of UAE culture. • Students' understanding of the tourist attractions in the UAE.	• Students' knowledge of other cultures around the world. • Students' ability to connect their understanding with other subjects and their daily lives.

English	- Students' achievement in English is weak overall. It is acceptable in Phases 3 and 4. Most students make less than expected progress in KG and Phase 2. This does not match the school's data which shows that progress in KG is outstanding and acceptable in all other phases. - Internal assessment and external examination data shows attainment as acceptable across all phases. This does not match what was observed in lessons and in students' work in KG and Phase 2 where, overall, only a majority of students in these phases make the expected progress. Most students in Phases 3 and 4 attain in line with curriculum standards. - Only a majority of students make expected progress in lessons in KG and Phase 2. Most students in Phases 3 and 4 make expected progress. In KG, children make limited progress in reading, writing and speaking and listening and speak in very short phrases or sentences which are not grammatically accurate, they do not apply their learning to reading and writing. In Phase 2, students' limited vocabulary slows their progress in speaking and the application of reading and writing. In Phases 3 and 4, students become increasingly confident and accurate in their speaking, listening, reading and writing. Most students in Phase 4 read and understand an increasing range of information and stories which develops comprehension. However, students' ability to speak, read and write independently in KG and Phase 2 does not allow them to progress at an acceptable rate. - At least one significant group of students does not make the expected progress, this includes KG and Phase 2 and those identified with special educational needs.

Areas of Strength	**Areas for Improvement**
- Students' ability to develop greater grammatical accuracy in both their speaking and writing in Phase 4. - Students' ability to use clear and confident spoken English in Phases 3 and 4.	- Students' speaking, listening, reading and writing skills in KG and Phase 2. - Students' ability to present their work to their peers to improve speaking and listening in KG and Phase 2.

Mathematics	• Students' achievement in mathematics is weak overall. In lessons and in their work, only a majority of students make expected progress based on curriculum standards across all phases. Achievement across all phases does not match with the school's data which indicates that most students in all phases make expected or better progress. • External examinations show that most students in Phase 4 attain in line with curriculum standards, internal data shows that attainment is outstanding in KG and acceptable in Phases 2, 3 and 4. However, this was not seen in lessons and students' work where only a majority of students in all phases attain in line with curriculum standards. • In KG, only a majority of children demonstrate skills in number values, and their application of these to everyday life is less well developed. In Phases 2, 3 and 4, only a majority of students demonstrate an understanding of space, shape, measurements and geometry. In Phase 4, only a majority of students demonstrate skills in using algebraic expressions. A few students in Phases 3 and 4 were able to demonstrate independent mathematical thinking by employing strategies or interpreting data through problem solving. Students' critical thinking, reasoning, and enquiry skills are underdeveloped across all phases. • At least one significant group does not make the expected progress, including those identified with special educational needs.

Areas of Strength	**Areas for Improvement**
• Students' application of mathematical thinking to solve problems for a minority of students in Phase 4.	• Students' application of mathematical' problem-solving skills in all phases. • Students' critical thinking, reasoning, and enquiry across all phases.

Science	• Students' achievement in science is acceptable overall. In lessons and in their work, most students make expected progress in line with curriculum standards in Phases 2, 3 and 4, only a majority of children in KG make expected progress in line with curriculum standards. • Internal assessment data shows outstanding attainment in KG, good attainment in Phase 2 and acceptable attainment in Phases 3 and 4. External data is acceptable in physics, chemistry and biology. This is supported in lessons and students' books where most student in Phases 2, 3 and 4 make expected progress in line with curriculum standards, only a majority of children in KG make progress in line with curriculum standards. • Students' knowledge and understanding of physical, life, earth and space sciences is acceptable. In KG, only the majority of children understand that plants need warmth, water and air, and can identify different plants relating to their shape, size, and whether they are trees, shrubs or climbers. In Phase 2, most students can communicate ideas when studying forces. In Phase 3, students can classify animals based on habitat and can define adaption. In Phase 4, students can differentiate between soluble and insoluble substances and draw conclusions. Children in KG do not explore the scientific concepts in depth through their learning and students across all phases do not use technology to develop scientific thinking. • At least one significant group of students does not make the expected progress, including those identified with special educational needs.

Areas of Strength	**Areas for Improvement**
• Students' ability to apply more complex investigations in Phases 3 and 4. • Students' ability to apply their skills into scientific enquiry in Phase 4.	• Students' scientific enquiry in KG and phase 2. • Students' ability to apply critical thinking to scientific problems in all phases.

Other subjects	- Students' achievement in other subjects is weak overall; it is weak in KG and Phases 2 and acceptable in Phases 3 and 4. - Attainment in the Phase 4 electives and PE is acceptable, students present their work clearly and confidently and discuss their understanding and findings, it is weak in other phases and subjects. - In Phase 2 Art lessons, only a majority of students are able to produce a relevant piece of work which demonstrates knowledge, skills and understanding in line with curriculum standards. Students rarely access the computer laboratory to develop their computer skills with subject knowledge based solely on theory. Most students participate enthusiastically in PE in all phases across the school, but children do not make significant progress in lessons in KG and Phase 2 with little attention paid to developing their individual or team skills. Progress is seen where students present their work clearly and confidently and discuss their understanding and findings. - There is no significant variation in progress between boys and girls and other groupings of students.

Areas of Strengths	**Areas for Improvement**
- Students' enthusiastic participation in PE activities, especially in Phase 4. - Students' clear and confident presentation of their work.	- Students' development of key skills in PE in KG and Phase 2. - Students' development of subject-specific research skills across all phases.

Learning Skills	- Overall, learning skills are weak. Learning skills are weak in KG, Phases 2 and 3 and acceptable in Phase 4, where students take more responsibility for their learning and demonstrate greater enjoyment. Although students in Phase 4 have a positive attitude to learning, they rarely reflect on the quality of their learning and consequently they are unsure how to improve. - Students' interaction, collaborations and communication skills in KG, Phases 2 and 3 are weak and acceptable in Phase 4. Only the majority of students in KG, Phases 2 and 3 can work with a partner or in a group and collaborate to support learning. In Phase 4, they communicate their learning with greater clarity and confidence. - Students' application of learning to the world and making connections between areas of learning are weak in KG, Phases 2 and 3 where students make few connections between what they are learning and their own lives. Students' application of learning is acceptable in Phase 4, where most students make connections between areas of learning and their understanding of UAE heritage and culture. - Innovation, enterprise, enquiry, research, critical thinking and the use of learning technologies are weak in all phases. Students do not access information technology to support their learning.

Areas of Strengths	Areas for Improvement
• Students' interactions when working with a partner which promotes learning in Phase 4. • Students' positive attitudes to their learning in Phase 4.	• Students' interactions and communication skills in KG, Phases 2 and 3. • Students' application of research and critical thinking to make links to their lives in Phases 2 and 3.

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

Indicators:	KG	Phase 2	Phase 3	Phase 4
Personal development	Acceptable	Acceptable	Good	Good

- Students' personal and social development is acceptable overall. It is acceptable in KG and Phase 2 and good in Phases 3 and 4.
- Students demonstrate responsible attitudes to their work and the school and are developing self-reliance, they appreciate critical feedback. Students in Phases 3 and 4 demonstrate positive attitudes where they take greater responsibility for their learning.
- Students respect and follow school rules in and out of lessons. They are courteous to others. Students' behaviour contributes to a safe and orderly learning community where relationships are built on mutual respect.
- Students usually demonstrate self-discipline; their behaviour becomes more regulated as they move through the school.
- Students demonstrate an understanding of safe and healthy living. A few students participate in activities that promote safe and healthy lifestyles.
- Attendance is very good at 96%. However, a minority of students consistently arrive late to school and/or to lessons.

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

- Students demonstrate a clear understanding of Islamic values and the way these influence life in the UAE.

- They have a good knowledge of and respect for the UAE's heritage and culture. They celebrate National Day, Flag Day, and Martyr Day, and other national occasions. Students visit museums and cultural events.
- Students develop a clear 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	Acceptable	Acceptable	Acceptable	Acceptable

- Students are aware of their responsibilities in the school community. Their involvement as volunteers within the local community is well received but not consistent.
- Students' work ethic improves as they move through the school. Their creativity and innovation skills are a developing feature of learning.
- Students show appropriate respect for their surroundings and the local environment but have limited awareness of important, wider environmental issues in relation to sustainability and conservation.

Areas of Strength:

- Phase 4 students' positive attitudes to their studies.
- Students' appreciation and understanding of Islamic values and Emirati culture and heritage.

Areas for Improvement:

- Students' innovation and enterprise skills.
- Students' knowledge of other world cultures.

PERFORMANCE STANDARD 3:
TEACHING AND ASSESSMENT

Indicators:	KG	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Weak	Weak	Weak	Acceptable

- The quality of teaching and assessment is weak overall. It is weak in KG, Phases 2 and 3 and acceptable in Phase 4.
- Teachers do not always have a secure knowledge of their subjects and how to teach them. In Phase 4, teachers use an acceptable range of strategies to engage and challenge pupils.

- Teachers' lesson planning and delivery does not take account of children and students' different levels of knowledge, skills and understanding in KG, Phases 2 and 3, there is greater evidence of planning for a range of learning needs in Phase 4.
- Teacher-student interactions are inconsistent and not always effective enough to ensure students are engaged in lessons. Questioning is used in lessons to find out what students know and understand, but questions are often limited, require only short responses, or are directed at the whole class rather than individuals.
- Teachers do not always use strategies to extend students' knowledge and understanding, particularly for higher attainers in Phases 2 and 3.
- Teachers do not consistently promote critical thinking, problem solving and innovation skills in lessons. Independent learning is more effectively promoted in Phase 4.

Assessment	Weak	Weak	Weak	Acceptable

- Internal assessment processes are not coherent especially for younger students and do not provide a suitable measure of students' progress. The school benchmarks student outcomes against national and international averages. However, the assessment of what younger children and students know, understand and can do is often overly generous and does not provide a secure base for planning further activities.
- Whilst the school has data from external exams, the information gained is not systematically analysed and does not directly inform planning for future learning.
- Teachers, especially in KG and Phases 2 and 3, do not use assessment information well enough to influence teaching. The use of assessment information for students in Phase 4 makes an acceptable impact on learning.
- Teachers have insufficient knowledge of the strengths and weaknesses of the students. The marking of students' work is inconsistent, and teachers do not provide sufficient feedback to allow learning to move forward.

Areas of Strength:

- Teachers' lesson planning in Phase 4.
- Teachers' engagement of Phase 4 students in their learning.

Areas for Improvement:

- Teaching strategies, including the use of questioning to meet the needs of all students in KG, Phases 2 and 3.
- Accurate analysis of assessment data which impacts directly on learning.

PERFORMANCE STANDARD 4:
CURRICULUM

Indicators:	KG	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Weak	Weak	Acceptable	Acceptable

- The quality of curriculum design and implementation is weak overall. It is acceptable in Phases 3 and 4. The school curriculum is reasonably broad and balanced especially in Phases 3 and 4 and is successful in preparing students for Grades 10 and 12 ICSE Board examinations.
- Continuity and progression in the curriculum are guided by the outcomes of diagnostic tests at the beginning of the academic year and the analysis of school-based examinations. The curriculum adequately prepares students in Phases 3 and 4 for their next phases of learning.
- The curriculum offers an acceptable range of language choices in Phase 3 and subject choices in Phase 4.
- A few cross curricular choices and links are planned in KG and Phase 2. Opportunities were seen in Islamic Education for students to make links to other curriculum areas in Phases 3 and 4.
- A systematic and regular process for curriculum review and development is yet to be established across all phases.

Curriculum adaptation	Weak	Weak	Weak	Weak

- The quality of curriculum adaptation is weak. The curriculum does not cater for the educational needs and personal development needs of all groups of students, particularly students with Special Educational Needs, and low and high achievers.
- Planned opportunities for innovation, enterprise and creativity are limited in both lessons and outside of the timetable. There are a few activities and links established with the local community, particularly in Phase 3.
- The curriculum effectively integrates links with Emirati and UAE culture. This provides meaningful opportunities for students to appreciate the heritage and culture of the UAE and Islamic values.

Areas of Strength:

- The range of planned curricular choices in Phases 3 and 4.
- Cross curricula links with UAE heritage and culture across subjects in Phases 3 and 4.

Areas for Improvement:
- The design and implementation of an age-appropriate and balanced curriculum in KG.
- The review and modification of the curriculum to meet the needs and aspirations of all groups of students.

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16 - 19 January 2023

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

Indicators:	KG	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Acceptable	Acceptable	Acceptable	Acceptable

- The overall quality of protection, care, guidance and support for students is acceptable.
- The school has appropriate procedures in place for the safeguarding of students, including for child protection. Most staff, students, and parents are aware of these.
- The school provides a safe, hygienic, and secure environment for students and staff. Students are supervised around the school, including on school transportation.
- Records are maintained to ensure that there is an accurate account of maintenance of equipment, these are held securely, and staff understand their responsibilities for recording incidents or concerns.
- The premises are tired and in need of renovation, they are however clean and generally well-maintained. The school does not have a lift or ramps for those with mobility issues.
- The school promotes a healthy lifestyle. Students have an effective understanding of healthy lifestyles.

Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Relationships between staff and students are positive. Behaviour management is acceptable. Systems and procedures for managing students' behaviour are in place, most students manage their behaviour within lessons and around the school.
- The procedures for promoting and managing attendance and punctuality are consistent. Parents are notified of any concerns regarding attendance. However, the impact of school procedures is not yet effective as a number of students arrive late.
- The procedures to identify students with special educational needs are inconsistent and interventions for groups of students are underdeveloped across the school. Interventions do not always offer students the support they require.
- Students' well-being and personal development are monitored throughout the year. Career guidance, including a link to higher education, helps older students to pursue their career aspirations. Parents reported that they want careers guidance to start for the younger students.

Areas of Strength:

- Staff and student relationships.

- Students' understanding of healthy lifestyles.

Areas for Improvement:

- Identification and support for SEN students.
- Careers guidance for younger students.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

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

- The overall quality of leadership and management is weak.
- The principal and senior leaders have a vision to develop students' academic performance as well as their personal and social attributes as responsible citizens. This has, however, not yet been evidenced in improvements in student learning and subsequent student achievement across the school. Leaders are committed to the UAE national priorities, arrangements for supporting students with learning difficulties, those with special educational needs and the gifted and talented are not robust enough.
- School leaders have identified improvements in teaching to improve standards, but middle and senior leaders do not have a robust understanding of what constitutes effective teaching. Their capacity to improve the school is limited. The process for monitoring teaching is not rigorous enough to ensure all students make at least expected progress in their learning.
- A few stakeholders are involved in the school self-evaluation process and a set of priorities has been set for school improvement. The school's self-evaluation judgements do not sufficiently differentiate between the standards reached across different subjects. Senior and middle leaders

are not effective enough in monitoring teaching and raising standards in their subjects and across the phases. There has been limited progress in identifying priorities as the school states they are awaiting the move to the new premises.

- The school has the support of most parents in their children's education, but this is yet to make a positive contribution to improving student achievement across the school. Parents are appreciative of the open-door policy of the principal, the regular parent meetings to discuss the progress of their children and concerns they want to raise. Reporting is in place but does not always focus on the priorities focussed on student progress. The school makes occasional social contributions, but these are not yet fully developed.
- The chairman and members of the governing body meet regularly with the principal. However, they are still developing their skills in holding the school and leaders to account for academic performance. They support the school in providing affordable education for the local community.
- The school is mostly managed effectively on a day-to-day basis. Most teachers are suitably qualified, but a large majority are yet to adopt teaching practices that enhance students' learning in the classroom. The current premises are cramped with many classrooms too small for the number of students in them. The premises are cleaned regularly and are generally well-maintained although resourcing, including technology is underdeveloped. The KG classrooms and resources are limited and unsuitable for the age group, they do not support effective early childhood learning. The range of resources for effective teaching and learning are generally limited, particularly for PE.

Areas of Strength:

- The effective communication channels between parents and the school.
- Governors' intentions in supporting the school.

Areas for Improvement:

- The effective monitoring of the quality and impact of teaching on student learning by leaders at all levels.
- The accountability of leaders to impact directly on student outcomes.
- The quality of the premises to cater for the needs of all students.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has seven classroom teachers of Arabic for 2066 students from Grades 1 to 12, each teacher having between four and eight classes. The teacher and student ratio is approximately 1:21. There are no support staff for the subject. The school is fully aware of and supports the Arabic targets in the National Agenda.
- The library is currently not in use. There are no Arabic books in the library at present. The school is in the process of re-stocking a new, larger library in the refurbished building. They shared their plan; it is to have a full range of Arabic fiction and non-fiction books, including dictionaries, children's stories, magazines and Arabic language resources for beginners.
- A range of Arabic themed activities occur each year including National Day celebrations, trips to museums and heritage centres. Students have also produced models of famous UAE buildings and provided written commentaries on them.
- Parents have access to Arabic teachers should they have any concerns about their child's progress in the subject, they attend formal parent-teacher meetings with parents twice a year.

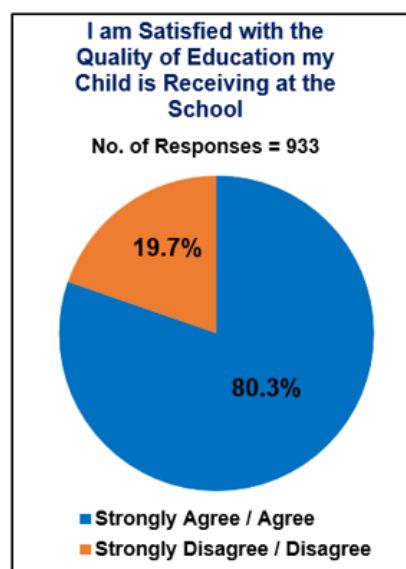### The school's use of external benchmarking data

- Approximately 20% of students take external tests and examinations including, PISA (a sample of 15-year-olds), and TIMSS (Grades 4 and 8 in science and mathematics), PIRLS (students' reading achievement at the fourth grade) and ACER (diagnostic tests for Grades 3 to 9). Student lists are sent to the relevant organisation and the parents of those students selected are informed of their child's selection for the tests. This is in line with SPEA guidance on entries for the assessments. Parents are charged for entries which does raise concerns with a few parents. Student names are sent to the assessment organisation after gaining parental consent.
- Grade 12 students sit the National Eligibility Assessment Test (NEAT) as an entrance assessment for entry to university in India. These students are also provided with support and guidance should their entry requirements include English competence certified with a pass in IELTS or TOEFEL. Those applying for a place at a UAE university are provided with support and guidance on EMSAT requirements, if required.
- Students and classes selected for the assessments are provided with additional support in lessons as preparation for the assessments. This includes revision and practice using past paper. Students are also provided with support for online practice which they can undertake at home, after school and at weekends.
- Students who are sitting the tests attend meetings with the relevant Head of Department who explains the purpose, content, structure, and timing of the assessments and is responsible for providing accurate and timely guidance to them. Parents are notified by the school administration of the results of these external examinations.

Provision for KG

- The school has eleven KG teachers for 342 Kindergarten children. It does not currently have any teaching assistants. The ratio of teachers to children is 1:31.
- The internal learning environment is weak. The current classrooms are cramped with little space for resources, play areas or safe movement of children. Children sit and learn at traditional desks in rows. The school has plans to move to the newly refurbished building at the start of the new academic year.
- There is a small, covered outdoor area with tables and chairs. There are a few outdoor learning resources.
- Children intending to enrol are interviewed with their parents. Children entering in KG2 sit a brief diagnostic reading and speaking test. The school organises an orientation day where new children are introduced to their surroundings and peers.
- Parents are communicated with on a regular basis through phone calls and social texting software. Initial KG lessons focus on providing activities where they are introduced to key values such as respect for the environment and their peers, honesty, caring and sharing as well as basic classroom rules and procedures, particularly behaviour expectations.
- The school regularly reports to parents on the progress of KG children, reporting on the key aspects of literacy, numeracy, their physical and emotional development, personal hygiene and their behaviour in school.

VIEWS OF PARENTS

I am Satisfied with the Quality of Education my Child is Receiving at the School

No. of Responses = 933

19.7%

80.3%

- ■ Strongly Agree / Agree
- ■ Strongly Disagree / Disagree

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STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise levels of attainment in every subject by:
  - reviewing the subject curricula to focus more exclusively on students' application of their knowledge, understanding and skills.
  - using student assessment data to identify specific subject areas to focus on to raise student attainment levels.

- Improve the impact and effectiveness of leadership by:
  - providing relevant professional development in key leadership areas.
  - ensuring strategic plans are realised in the classrooms.
  - ensuring all leaders are fully involved in whole-school strategic planning.
  - embedding a more rigorous system of accountability for subject performance, particularly in the monitoring of the quality of classroom teaching.
  - ensuring all middle leaders undertake lesson observations to monitor the consistency of teaching in their subject.

- Improve the quality of teaching and the learning environment in all subjects and phases by:
  - planning lessons that have a clear focus on student-centred learning with minimal teacher exposition.
  - utilising learning technologies in lessons to support and enhance student learning.
  - ensuring planning has activities that involve all groups of students leading their own learning.
  - ensuring teachers use targeted questions more effectively in lessons to check student understanding.

- Collate, analyse and use student assessment data more effectively by:
  - collecting reliable data based on the accurate assessment of students' curriculum knowledge, understanding and skills.
  - analysing student data to identify those who needs additional support and those who require more challenging activities and programmes.
  - using student assessment data to set targets for individuals, phases and subjects.
  - using student assessment data more effectively to inform lesson and curriculum planning.

- Plan and implement activities for all groups of students, particularly those identified with special educational needs and the more able by:
  - identifying more accurately groups of students and their particular needs.
  - providing more opportunities in lessons for these students to access learning with support and challenge.
  - ensuring all students have access to and use relevant learning technologies in lessons.
  - providing more cross-curricular opportunities for students across all subjects and interests.

- Improve the quality of provision for KG children by:
  - designing a learning environment which promotes play based learning.

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- designing and implementing a relevant KG curriculum that provides a comprehensive foundation for learning across all subject areas.
- ensuring KG teachers consistently plan and deliver age-appropriate lessons that enthuse and engage all children.
- acquiring and using a range of age-appropriate resources that enhance the development of young children.

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.