



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN  
Programme

# School Performance Review REPORT | (SPR)

Cloud British Private School  
24th to 28th November 2024



إتقان ITQAN

Overall  
Effectiveness  
Rating  
**ACCEPTABLE**

## TABLE OF CONTENTS

<b>PURPOSE AND SCOPE.....</b>	<b>2</b>
<b>THE SCHOOL PERFORMANCE REVIEW PROCESS.....</b>	<b>3</b>
<b>SCHOOL INFORMATION .....</b>	<b>5</b>
<b>SUMMARY OF REVIEW FINDINGS .....</b>	<b>7</b>
<b>MAIN REVIEW REPORT.....</b>	<b>9</b>
<b>PERFORMANCE STANDARD 1: .....</b>	<b>9</b>
<b>STUDENTS' ACHIEVEMENT .....</b>	<b>9</b>
<b>PERFORMANCE STANDARD 2: .....</b>	<b>18</b>
<b>STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS.....</b>	<b>18</b>
<b>PERFORMANCE STANDARD 3: .....</b>	<b>21</b>
<b>TEACHING AND ASSESSMENT.....</b>	<b>21</b>
<b>PERFORMANCE STANDARD 4: .....</b>	<b>23</b>
<b>CURRICULUM .....</b>	<b>23</b>
<b>PERFORMANCE STANDARD 5: .....</b>	<b>24</b>
<b>THE PROTECTION, CARE, GUIDANCE AND SUPPORT OF STUDENTS.....</b>	<b>24</b>
<b>PERFORMANCE STANDARD 6: .....</b>	<b>26</b>
<b>LEADERSHIP AND MANAGEMENT .....</b>	<b>26</b>
<b>SPEA ADDITIONAL FOCUS AREAS .....</b>	<b>29</b>
<b>VIEWS OF STAKEHOLDERS .....</b>	<b>30</b>
<b>STRATEGIC RECOMMENDATIONS &amp; NEXT STEPS.....</b>	<b>31</b>



## PURPOSE AND SCOPE

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

### Purpose

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

### Scope

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

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

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

**Performance Standard 1: Students' achievement**, comprising:

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

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

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

**Performance Standard 3: Teaching and assessment**, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

**Performance Standard 4: Curriculum**, comprising:

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

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

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

**Performance Standard 6. Leadership and management**, comprising:

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

### Judgements

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



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

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

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



### SCHOOL INFORMATION

School	School ID	431
	School location	Sharjah, Al Ramla
	Establishment date	2022
	Language of instruction	English
	School Curriculum	National Curriculum for England (NCfE)
	Accreditation body	Cambridge
	Examination Board	Not Applicable
	National Agenda Benchmark Tests/ International Assessment	Cognitive Assessment Tests (CAT4) Progress Tests (PT) Advanced Benchmarking Tests (ABT) Tests of Arabic Language Arts (TALA) Mubakkir
	Fee Range	AED 12,200 to AED 14,700
Staff	Principal	Samantha Bateman
	Chair of board of governors	Fauzia Suhana Hasan
	Total number of teachers	40
	Total number of teaching assistants	7
	Turnover rate	17%
Students	Teacher: student ratio	1:14
	Total number of students	562
	Total number of students per cycle/phase	Phase 1: 60 Phase 2: 364 Phase 3: 138 Phase 4: N/A
	Pre-FS: number and gender	Boys: 0      Girls: 0
	Phase 1: number and gender	Boys: 30      Girls: 30
	Phase 2: number and gender	Boys: 179      Girls: 185
	Phase 3: number and gender	Boys: 81      Girls: 57
	Phase 4: number and gender	N/A
	Total number of Emirati students	2

**School Performance Review of Cloud British Private School  
25th to 28th November 2024**



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



## PROGRESS JOURNEY

Previous Review:	Current Review:
N/A	ACCEPTABLE

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 4 reviewers, 71 lesson observations, 23 of which were carried out jointly with school leaders.

#### SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the outcome of the school's first review visit. The principal and senior leaders have established a stable organisation which is looking to clarify its strategic direction in the near future. This has not yet been shared with the whole school community. Students' achievement is acceptable across all phases and subjects. Students' learning skills are also acceptable across all phases. There are some early signs that students' attainment is rising in mathematics and science in Phase 3. Students' personal development and safeguarding are acceptable. Teaching, assessment and curriculum design and adaptation are acceptable, as are arrangements for health and safety, care, and support provided for students. The high percentage of teachers' turnover has had a negative impact on students' achievement. Opportunities for students to develop innovation and enterprise skills are insufficient. Teaching strategies do not always meet the needs of students. The school does not have any students with special educational needs (SEN). The school's leadership and self-evaluation are acceptable. The capacity of middle leaders to secure improvement in their subjects across phases is inconsistent. Leaders will only have the capacity to further improve the school's performance if the principal is able to establish a functioning senior leadership team.

#### KEY AREAS OF STRENGTH:

- The very good external benchmarking test results in mathematics and science in Phase 3.
- Teachers' care for and support of students across all phases.
- The determination of the principal to improve the overall provision for students.

#### KEY AREAS FOR IMPROVEMENT:

- Students' achievement in all subjects across all phases.
- The development of students' innovation, enterprise, and critical thinking skills.
- Students' attendance and punctuality at the start of the school day.
- The quality of teaching and assessment across all phases.

**School Performance Review of Cloud British Private School**  
**25th to 28th November 2024**





- Teachers' ability to plan and deliver learning which provides greater challenge for all groups of students to accelerate their progress.
- The use of the UAE School Inspection Framework to inform the analysis of school data so that there are valid and reliable measures of students' achievement.
- The accuracy and usefulness of the school's self-evaluation to produce a coherent and realistic improvement plan.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is acceptable overall.**

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

**School Performance Review of Cloud British Private School  
25th to 28th November 2024**



## Islamic Education

- Students' achievement in Islamic Education is acceptable in Phase 2 and Phase 3. In lessons and in their work, most students make expected progress over time. This does not match the school's internal data which shows that most students make good progress across the school.
- The school's internal data shows that students' attainment is outstanding across the school. This does not match that seen in lessons and in students' work which shows that most students attain in line with curriculum expectations. There is no external data for Islamic Education. Overall, students across Phases 2 and 3 attain in line with expectations in Islamic Education.
- In Phase 2, students know the five pillars of faith, the holy books, aspects of Prophet's Muhammad (PBUH) life and the general meaning of the Noble Hadeeth. They are still developing an understanding of their application. Students are still developing their skills in memorising the Noble Hadeeth. In Phase 3, students know the conditions of repentance and are still developing their skills in interpreting and memorising the relevant Noble Hadeeth. Students develop their knowledge of the pillars of faith, belief in fate and destiny, yet face difficulties reciting relevant verses of the Holy Qur'an. Students know the concept of Tayammum (dry ablution) yet face difficulties describing and applying the methods of dry ablution.
- Overall, most groups of students make expected progress. High-attaining students do not always make the progress of which they are capable.

### Areas of Strength

- Students' knowledge of Islamic values and principles in Phase 2 and Phase 3.

### Areas for Improvement

- Students' ability to accurately interpret and memorise Noble Hadeeth across both phases.
- Students' recitation of the relevant verses of the Holy Qur'an in Phase 2.



Arabic	<ul style="list-style-type: none"><li>Students' achievement in Arabic as a first language (AFL) and Arabic as a second language (ASL) is acceptable in Phase 2 and Phase 3. In lessons and in students' workbooks most students make expected progress over time. This does not match the school's internal data which indicates that most students make good progress across the school.</li><li>In AFL and ASL, the school's internal data shows that students' attainment is outstanding overall. This does not match with that seen in lessons and in students' workbooks, which show that most students' attainment is in line with curriculum expectations across the school. The school's external data, TALA, shows that attainment in AFL is weak in both phases. This does not match that seen in lessons and students' work which shows that most students attain in line with curriculum expectations across the school. There is no external test for ASL.</li><li>Overall, students make acceptable progress in AFL and ASL. Students demonstrate a willingness to practise speaking and writing in Arabic across the school. In lessons, most students in Phase 2 demonstrate writing, reading, and speaking skills in line with curriculum expectations. Students in AFL develop their knowledge by reading new vocabulary and short sentences. Few can use new vocabulary in complete sentences. Students' skills in reading comprehension are underdeveloped. ASL students can read letters and familiar words. Students' speaking and listening skills are also underdeveloped. In Phase 3, AFL students can understand short texts and know simple grammar. Their skills in composing paragraphs using grammar are less developed. Students in ASL, develop their knowledge by reading short sentences and using simple grammar. They are less proficient in reading comprehension and fluent speaking in Arabic. Most students across the school are less competent in reading fluently, expressively, and with understanding.</li><li>Overall, most groups of students in AFL and ASL make expected progress. Lower-attaining and higher-attaining students are not supported sufficiently to accelerate their progress.</li></ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Students' ability to read familiar words and short sentences in ASL in Phase 2.</li> </ul>	<ul style="list-style-type: none"> <li>Students' progress in reading, writing, speaking and listening in AFL in Phase 2.</li> <li>Students' ability to compose paragraphs using grammar in AFL in both phases.</li> <li>Students' progress in all 4 skills in ASL in both phases.</li> <li>Students' reading comprehension skills in both phases in AFL and ASL.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Students' achievement in social studies is acceptable in Phase 2 and Phase 3. In lessons and in their work, most students make expected progress over time. This does not match the school's internal data which shows good progress overall.</li> <li>The school's internal data shows students' attainment is outstanding overall. This does not match with that seen in lessons and in students' work which shows that most students attain in line with the curriculum expectations. There is no external data for social studies.</li> <li>Overall, most students make expected progress over time. In lessons and their recent work, students in Phase 2 develop their knowledge of tolerance and connect it with the national agenda. They face difficulty understanding the impact of tolerance on society. Students know about renewable and non-renewable energy resources. They have difficulties understanding the new ways of producing clean energy. Students develop their knowledge of distributive justice criteria. They are still developing their understanding of their applications. In Phase 3, most students develop their knowledge of geographical concepts related to world population growth. They are not confident in understanding the world population increase and proposing practical solutions to the problem. Students know the different categories of money in the Arabian Peninsula and their importance. Their skills relating this to the national economy are underdeveloped.</li> <li>Overall, most groups of students make expected progress. High-attaining students do not always make the progress of which they are capable.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>



	<ul style="list-style-type: none"> <li>Students' knowledge of tolerance and its connection to the national agenda in Phase 2.</li> <li>Students' knowledge of the different categories of money in the Arabian Peninsula in Phase 3.</li> </ul>	<ul style="list-style-type: none"> <li>Students' understanding of the new ways of producing clean energy in Phase 2.</li> <li>Students' ability to propose practical solutions to the world population growth in Phase 3.</li> <li>Students' deep understanding of the application of distributive justice criteria in Phase 2.</li> </ul>
English	<ul style="list-style-type: none"> <li>Students' achievement in English is acceptable overall, across all phases. In lessons and in their work, most students in all phases make acceptable progress over time. This does not align with the school's internal data which indicates outstanding progress across all phases. Students' progress over time is acceptable across all phases.</li> <li>Internal assessment data shows outstanding attainment across all phases. This contradicts all other available data. The latest external data for 2023-24 indicates acceptable attainment in Phase 3 and weak in Phase 2. Students' attainment in Phase 3 in benchmark tests is very good. Attainment in progress tests for Years 4, 7 and 9 students based on curriculum standards indicates attainment in lessons and in their work in all phases is acceptable.</li> <li>Most children in Phase 1 can sound out rhyming words and the majority can write the word correctly or recognise the object associated with the word. By the end of Phase 2, a majority of students can read fluently with some expression and write sentences and a paragraph although with limited conventions. Only the majority can write letters consistently and write accurately using correct grammar. In Phase 3, students can listen attentively and participate in text analysis and associated dialogue and discussion. They speak with confidence and fluency. Students' writing ability at this level increases. In all phases, students participate in library sessions; these do not help to improve their reading skills. Students' ability to produce extended writing is not as well developed across Phase 2 and Phase 3 and a minority of students still make errors in their spelling and grammar.</li> <li>There is no difference in the progress made by groups of students of different ability or gender.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"><li>Children's recognition of sound patterns in words in Phase 1</li><li>Students' speaking and listening skills particularly during discussion in Phase 3.</li></ul>	<ul style="list-style-type: none"><li>Students' ability to write letters consistently in Phase 2.</li><li>Students' reading skills in Phases 2 and 3.</li><li>Students' skills in extended writing and accuracy of grammar and spelling in Phases 2 and 3.</li></ul>
Mathematics	<ul style="list-style-type: none"><li>Students' achievement in mathematics is acceptable throughout the school. In lessons and in their work, most students across all phases make acceptable progress. This does not align with the school's own internal data. Students' progress over time is acceptable across all phases.</li><li>Students' attainment, as shown by internal data suggests that most students attain levels above curriculum standards in all phases. This is not replicated in lessons and in students' recent work. External benchmarking data shows that attainment is weak for students in Phase 2 and very good in Phase 3.</li><li>In Phase 1, children learn methods to perform simple 2-digit addition and subtraction calculations. In Phase 2, students learn about space and shape and are able to perform measurements of length using centimetres and state the correct units. A majority find it difficult to perform accurate measurements using rulers. Most students can solve real-life problems involving different amounts of liquids in different containers. In Phase 3, most students are able to calculate midpoints of lines on cartesian coordinates, although a majority experience problems when performing the inverse operation to find an end point. A majority in Phases 2 and 3 have underdeveloped measuring, reasoning, interpreting and mathematical enquiry skills and cannot confidently apply these skills to real-life situations.</li><li>All groups of students make expected progress over time from their starting points.</li></ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Children's ability to perform 2-digit addition and subtraction in Phase 1.</li> </ul>	<ul style="list-style-type: none"> <li>Students' mathematical thinking, formulating, employing and interpreting in Phases 2 and 3.</li> <li>Students' mathematical reasoning, enquiry and application of knowledge in real-life situations in Phases 2 and 3.</li> <li>Students' understanding of shape, space and measurements in Phases 2 and 3.</li> </ul>
Science	<ul style="list-style-type: none"> <li>Students' achievement in science is acceptable in all phases. In lessons and in their work, most students in all phases make acceptable progress. This does not align with the school's own internal data. Students' progress over time is acceptable across all phases.</li> <li>Students' attainment, as shown by internal data suggests that most attain levels above curriculum standards in all phases. This is not seen in lessons and in students' recent work. External benchmarking data shows that students' attainment is acceptable for students in Phase 2 and very good in Phase 3.</li> <li>Most students develop age-appropriate knowledge and understanding of life and the Earth. In Phase 1, children learn about their senses with a focus on sounds and hearing. In Phase 2, most students can identify the physical properties of materials. The majority are unable to explain why a material's property is important for its use. In Phase 3, most students can identify acids and alkalis using litmus and universal indicators. They also learn and demonstrate the laws of reflection. A majority of students in Phases 2 and 3 lack practical skills; they rarely think scientifically, evaluate data or draw reasonable conclusions.</li> <li>Overall, in all phases, all groups of students make expected progress over time.</li> </ul>	
	Areas of Strength	Areas for Improvement





	<ul style="list-style-type: none"> <li>Students' knowledge and understanding of physical and life sciences across all phases.</li> </ul>	<ul style="list-style-type: none"> <li>Students' practical and laboratory skills in Phases 2 and 3.</li> <li>Students' ability to draw conclusions and communicate ideas in Phases 2 and 3.</li> <li>Students' enquiry and investigative skills in Phases 2 and 3.</li> </ul>
Other subjects	<ul style="list-style-type: none"> <li>Overall, students' achievement in other subjects including, art, physical education (PE), computer studies and humanities is acceptable in all 3 phases. In French in Phase 2 students' achievement is good overall, as seen in lessons and in students' work.</li> <li>Internal assessment data indicates that most students attain above curriculum standards in other subjects. This does not match what is seen in lessons and in students' work, where most students attain in line with curriculum standards. There is no external data for other subjects.</li> <li>In Phase 1 children use smartboards to write numbers, locate items on simple pictures and manipulate images to change their form and colours. Students' progress in computer studies in Phase 2 and Phase 3 is limited by the size of the teaching space and by insufficient computing resources. In Year 4 and Year 6 PE, although lessons are well planned and carefully constructed, students are not sufficiently engaged in productive learning as they spend the majority of their time standing patiently watching their peers. Boys engage in circuit training exercises and then play minor games. In Year 5 French, students are able to identify whether a noun is singular or plural, apply the correct article rules, and convert between singular and plural forms. In art in Year 6, girls were insufficiently challenged by the task of wrapping a gift in attractive paper and ribbon. They were not required to modify or creatively develop their approach. After a brief resume of the history and establishment of the UAE in Year 9 humanities, girls were tasked with producing a small poster to celebrate National Day. The students patiently worked on this task individually and discussed their response to this task in previous years. Most used the examples provided by the teacher on the smartboard as their template.</li> <li>There is no difference in the progress made by different groups of students.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Students' patience and tolerance in all subjects in Phases 2 and 3.</li> <li>Students' achievement in French in Phase 2.</li> </ul>	<ul style="list-style-type: none"> <li>Students' achievement in PE, computer studies and art lessons in Phase 2.</li> <li>Students' achievement in humanities in Phase 3.</li> </ul>
Learning Skills	<ul style="list-style-type: none"> <li>Students' learning skills are acceptable overall. Across all phases, students generally have positive attitudes towards learning, and they have some idea about what they need to do to improve their work. Students actively participate in lessons. Their independent learning skills are underdeveloped and they rely too heavily on guidance from teachers.</li> <li>Students can sometimes work productively in groups, although they do not consistently collaborate effectively or listen to each other. Students discuss their ideas using simple terms. Girls usually have better collaboration skills than boys.</li> <li>Students make a few cross-curricular connections. They can give examples related to real life when asked. In most science and mathematics lessons, learning is linked to UAE culture and values. In Phase 1, children are encouraged to link their learning to the world around them. Students in Phase 2 can apply their learning about properties of materials to recycling and sustainability. In Phase 3, social studies, there are links to the National Agenda and to Islamic Education.</li> <li>Students can use learning technologies to carry out basic research. Their critical thinking, creative skills, innovation and problem-solving skills are less developed.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"><li>Students' positive attitudes towards learning across all phases.</li></ul>	<ul style="list-style-type: none"><li>Students' interactions, collaboration and communication skills across all phases.</li><li>Students' ability to make connections between areas of learning and the application of learning to the world across all phases.</li><li>Students' skills in critical thinking, problem-solving, enquiry, research, innovation, enterprise and their use of learning technologies across all phases.</li></ul>
--	--	---

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

**Students' personal and social development and their innovation skills are acceptable overall.**

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Personal development</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>

- Children in Phase 1 have positive attitudes and are proud to be associated with the school. They are developing self-reliance and by Phase 2 most students demonstrate a commitment to ensuring that the school is a caring learning community, particularly the girls. Boys are not as self-reliant and self-aware as the girls in Phases 2 and 3. The hallway supervisors do not effectively monitor and support students to develop these skills. Girls in Phases 2 and 3 make an increasing contribution to the life of the school. They take advantage of opportunities to gain responsibility and confidence, such as leading assemblies, participating in the Student Council and organising special events.
- Bullying is rare and behaviour in the girls' section is very good. In the boys' section behaviour around the school site and in the corridors is inconsistent and, at times, less than positive.



Behaviour in the playground is mostly positive and children's attitudes in Phase 1 contribute to the school's friendly atmosphere. Noise during transitions is apparent across Phase 2 and the boys' section in Phase 3. Relationships across the school are acceptable. Students and staff are usually respectful toward one another except in the boys' section and Years 2, 3 and 4, where it is less consistent. Student-led activities and events, such as special days and assemblies provide opportunities to enhance these positive relationships by working alongside staff and their peers.

- Students' understanding of safe and healthy lifestyles is limited, although it is beginning to develop. They embrace opportunities to take part in the limited physical activity programme, particularly boys' football. At present, extra-curricular activities are not organised. The canteen does not provide sufficient nutritious food, and most students bring in healthy food from home.
- At 94%, attendance is acceptable. A minority of students, particularly in Phase 2 are consistently late for school.

<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>• Students have a basic level of understanding of Islamic values. They are introduced to the fundamentals of Islam, with a Holy Qur'an competition held throughout school reflecting students' respect for the Holy Qur'an. Students participate in reciting verses of the Holy Qur'an and Noble Hadeeth during morning assemblies and school events. Students understand Islamic greetings and they celebrate Islamic occasions such as the Prophet's Birthday. Muslim students can perform prayers in the school's mosque. Students' understanding of how Islamic values influence society is limited.</li><li>• Emirati heritage and culture are known to students who recognise their value to the people of the UAE. Students are engaged in learning about and appreciating the culture and values of the UAE. Key events such as National Day, the Prophet's Birthday, Flag Day and major events are celebrated with respect, highlighting the virtues of UAE leaders through speeches in Arabic. UAE heritage and culture are incorporated into the curriculum. Students learn to recognise key cultural items of the UAE and sing the national anthem. Students celebrate various international and cultural days such as Eid Al Etihad (Union Day).</li><li>• Students know about their own culture. Their understanding is in isolation from other cultures. They are aware of cultural diversity around the world. They are aware of common elements between cultures. Students are from a range of different countries across Africa and the</li></ul>				



Indian sub-continent, they all show respect for each other. Students know a little about their peers' countries, their understanding of other cultures is emerging.

**Social responsibility and innovation skills**

**Acceptable**

**Acceptable**

**Acceptable**

**N/A**

- Students are happy to take responsibilities around the school, such as participating in student council activities and leading assemblies. Students participate in charitable activities that support the local and wider community, although involvement in volunteering in the local community is limited.
- Students enjoy their work and are happy to be involved in activities although they rarely initiate them. They make helpful contributions to projects and other activities although they are often passive participants. Their economic decision-making skills are developing. Students participate in the National Artificial Intelligence Championship held at the Women's Campus in Sharjah. They also take part in a science and technology competition, science fairs, mathematics Olympiads, story writing, and spelling bee competitions. Students' innovation skills are underdeveloped.
- Students understand the importance of environmental sustainability. They take care of their school environment. Students engage in eco-friendly activities, such as creating a mini garden and planting using recyclable materials. Students contribute toward a few projects related to recycling and environmental sustainability, such as newspaper recycling initiatives.

**Areas of Strength:**

- Students' understanding of Islamic values and Emirati culture.

**Areas for Improvement:**

- Students' skills in innovation enterprise, and entrepreneurship.
- Students' environmental awareness and their active engagement in appropriate actions.



### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

**The quality of teaching and assessment is acceptable overall.**

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Teaching for effective learning</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>The quality of teaching is acceptable. Most teachers have secure subject knowledge that supports students' development of knowledge and skills. Their understanding of how children and students learn varies considerably across phases. The comprehensive continuing professional development programme supports teachers' pedagogy. Generally, teaching and learning are stronger in Phase 3 for girls. In this phase, teachers use various approaches and methods including collaborative working, discussion and questioning, English text analysis and opinion writing. Problem-solving in mathematics and scientific experimentation are used to improve students' knowledge and skills.</li><li>Teachers plan lessons and mostly manage time and resources efficiently to meet most students' needs. For example, teachers in Phase 1 use various visual imagery to strengthen children's vocabulary acquisition. In Phase 2, some teachers use smartboards to communicate key information and further develop students' knowledge and understanding. English resources are adequate and centre around textbooks. There are too few resources for teaching science. In Phase 3, the lack of key resources limits students' skills development.</li><li>Teachers' and students' interactions and relationships are inconsistent. Students are eager to learn especially in Phase 1. Generally, in lessons, they listen attentively and provide a range of responses to teachers' questions. The use of questioning by some teachers in Phase 2 and Phase 3 is less well developed, and responses are mostly provided by the higher attaining students in the lesson.</li><li>Meeting the needs of individuals and groups of students is currently inconsistent across all phases, especially in Phase 2. Teachers use differentiated learning in some of the better lessons to meet the needs of individual students, they do not regularly use different approaches effectively across all lessons. In Phase 3, teachers do not regularly provide opportunities to develop students' innovation, critical thinking, and problem-solving skills in the core subject areas.</li></ul>				
<b>Assessment</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>

**School Performance Review of Cloud British Private School  
25th to 28th November 2024**



- There is consistent use of standardised internal assessment processes such as quizzes, weekly tests and termly examinations to provide leaders and teachers with information about any gaps in learning and appropriate measures of students' progress. This is not consistently moderated nor used to influence teaching and learning effectively. Assessment through external examinations and benchmarking tests is beginning to be used by leaders to assess students' progress. The use of assessment data by staff to accurately identify students' progress through the tracker is underdeveloped.
- The use of assessment information by teachers in their planning and adaptation of the curriculum to meet the needs of various groups of students lacks consistency and is underdeveloped in all phases.
- Most teachers have a reasonable understanding and awareness of students' abilities. Teachers check students' progress and monitor their attainment during lessons. The quality of teachers' marking of students' work varies considerably in Phases 2 and 3. Teachers' written feedback is often minimal. In all phases, teachers' feedback needs to be more constructive, and students encouraged to engage in self- and peer-assessment to help plan their next steps to improve their learning.

#### Areas of Strength:

- The quality of teaching and learning in English, Islamic Education, mathematics and science in the girls' section in Phase 3.

#### Areas for Improvement:

- The quality of teaching and its impact on learning in AFL and ASL, social studies and science in Phases 1 and 2 and in boys' section in Phase 3.
- Teachers' approaches that develop students' critical thinking, problem-solving and innovation skills in Phases 2 and 3.
- Teachers' use of assessment information when planning for learning and curriculum adaptation to meet the needs of all groups of students.



## PERFORMANCE STANDARD 4: CURRICULUM

**The quality of the curriculum is acceptable overall.**

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Curriculum design and implementation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>The school delivers a broad NCfE curriculum that is relevant and effective in developing most students' knowledge, skills and understanding. The curriculum is compliant with licensing and supports Ministry of Education (MoE) statutory requirements. The curriculum is planned and managed to ensure that students are prepared for the next phase of their education.</li><li>It is planned that students can choose subject options at the end of Year 9. Curricular choices are not available to older students as they follow only core curriculum subjects.</li><li>Students benefit from some cross-curricular links that are thoughtfully planned in Phase 1 and delivered across some subjects when they combine for special units, such as mathematics and science. Integration is not a regular feature of the curriculum. The school conducts basic regular curriculum reviews which result in minor adaptations to the scope and sequence of the curriculum.</li></ul>				
<b>Curriculum adaptation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>The curriculum is adequately modified by staff to meet the needs of the majority of students. Insufficient focus is given to meeting the specific needs of students, particularly low achievers. Higher-achieving students as identified by CAT4 are not catered for in lessons. Boys and girls have equal access to the curriculum.</li><li>The curriculum is functional and offers students access to a range of subjects. Extra-curricular activities are rare. Opportunities for students to engage in activities that promote innovation and enterprise do not feature sufficiently across the curriculum and are limited to special events only.</li><li>There is a range of appropriate activities that develop students' understanding and knowledge of the UAE and its cultural heritage. This includes celebrating Emirati Women's Day and UAE Flag Day. Students are beginning to demonstrate pride in the rich heritage of the UAE.</li></ul>				





#### Areas of Strength:

- MoE compliance and curriculum organisation across the school.

#### Areas for Improvement:

- Curriculum reviews that have a positive impact on students' learning and development.
- Curriculum modification that ensures that the needs of all groups of students are met.
- Students' engagement in innovation and enterprise activities.

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

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

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

- The protection, care, guidance, and support of students are acceptable overall. The school has adequate procedures for the safeguarding of students. A social worker trains all staff in child protection policies and procedures, and students and parents are aware of these. The supervision of students is mostly effective in classrooms, corridors and outside spaces. The school's social worker and class teachers monitor students' wellbeing. Staff deal sensitively and effectively with students' needs and concerns. The school meets the general requirements for maintaining the health and safety of students and staff. Safety checks are regular. The importance and significance of risk assessments to cover all aspects of school life is not well understood. Risks to students' safety and wellbeing are not consistently mitigated.



- The buildings are maintained in sound repair and secure records are kept of all incidents and subsequent actions. The premises and facilities are suitable and provide a sufficiently safe, inclusive environment for students. There are ramps next to steps to enable easy access for students and adults with restricted mobility.
- The school promotes healthy living through a programme of workshops and assemblies delivered by the nurse, the social worker, and PE teachers. The canteen is clean and hygienic and provides some healthy food options. There is protection from the sun in the outdoor areas and drinking water is readily available at stations around the school for use by staff and students.

Care and support	Acceptable	Acceptable	Acceptable	N/A
<ul style="list-style-type: none"><li>• Relationships between staff and students are typically positive. Staff have respectful relationships with most students and generally show care and concern. Procedures for managing students' behaviours are supported by adult supervisors and the social worker and are adequate. The management of the behaviour of several boys in Phases 2 and 3 is frequently ineffective.</li><li>• Arrangements for managing attendance and punctuality, including the follow-up of unauthorised absences and lateness are underdeveloped.</li><li>• The school does not currently have any students identified with SEN. A small number of students have been identified as gifted and talented (G&amp;T) through their performance in CAT 4 testing.</li><li>• Some modifications are made to accommodate lower-ability students and those with English as a second language. Sufficient support and additional provision for students with G&amp;T is not evident in lessons.</li><li>• Class teachers and the social worker monitor the wellbeing and personal development of all students regularly. They receive advice and guidance regarding their individual progress and health and feel confident to ask adults for help. There is an appropriate transition programme to support children and students when they move between phases. Students in Phase 3 are given suitable advice and guidance about career choices and higher education pathways.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• The canteen that is clean and hygienic and provides a range of healthy food options.</li><li>• The guidance and support for all students, including advice and guidance about careers choices in Phase 3.</li></ul>				
<b>Areas for Improvement:</b>				

**School Performance Review of Cloud British Private School  
25th to 28th November 2024**



- The systems to ensure students' welfare and safeguarding including child protection.
- The use of risk assessments throughout the school to ensure the health, safety and security of all.
- The systems for behaviour management in classrooms and corridors especially in the boys' section.
- The systems for the promotion and management of attendance and punctuality.

## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

**The quality of leadership and management is acceptable overall.**

### Indicators:

#### The effectiveness of leadership

#### Acceptable

- Overall, the quality of leadership in the school is acceptable. The principal and senior leaders have established a stable organisation which is looking to clarify its strategic direction in the near future. This has yet to be shared with the whole school community. Changes to the leadership structure have been made and the higher expectations of the principal are beginning to be understood by teachers. There is an early sign of positive impact from students' benchmarking test outcomes. Leaders are committed to delivering the UAE national priorities. Their understanding of the implications of the UAE School Inspection Framework is developing.
- Relationships and morale throughout school are generally positive and communication is professional and mostly effective. Most staff have a clear understanding of their roles and responsibilities. Leaders appreciate the benefits of external evaluation and welcome the outcomes of the process. Most leaders demonstrate appropriate knowledge of the NCfE and suitable practices in teaching, learning and assessment. The capacity of middle leaders to secure improvement in their subjects across phases is inconsistent. The school is compliant with statutory and regulatory requirements.

#### Self-evaluation and improvement planning

#### Acceptable

- Self-evaluation processes and improvement planning are at an early stage of development. Leaders recognise their value in supporting the drive to raise standards of achievement. Leaders consider the views of staff and parents when considering priorities for action. School

**School Performance Review of Cloud British Private School  
25th to 28th November 2024**



assessment data is not always accurate. As a result, the school's own judgements of its performance are overgenerous. School improvement planning contains appropriate and achievable goals which require much more detail and more careful analysis before they become effective drivers of school improvement. Senior leaders, under the direction of the principal, have stabilised many aspects of the school. Leaders understand that further improvements in students' achievement are required. Middle leaders monitor provision in their subject areas. A scheduled programme of lesson observations focuses more on teachers' inputs than on the improvements in students' attainment and progress.

**Partnerships with parents and the community**

**Acceptable**

- Parents express positive views of the school and are involved in some aspects of school life. They appreciate the support most teachers provide to their children and feel their views are mostly listened to and acted upon. The Parents' Council welcomes the opportunity to become actively involved in events and celebrations. The mainly regular communications from the school provide information on their children's academic progress and personal development.
- Partnerships with schools established through contacts made by the principal enable staff to be exposed to successful practice from beyond the school. The school values and acts on the advice received from external sources. Partnerships with the school to which the students transfer at the end of Year 9 are at an early stage of development.

**Governance**

**Acceptable**

- The board of governors has only recently been established and members are beginning to understand their roles and responsibilities. It is suitably structured, representing a range of stakeholders, including parents, staff, the owners' representative and external educational expertise. Members of the board hold regular meetings and are in the main aware of the school's key priorities and challenges. They are involved in the preparation of the self-evaluation form and improvement planning processes. They are aware of the difficulties of recruiting and retaining teaching staff and the limitation of the school site. Governors make sure that the school meets regulatory and statutory requirements.

**Management, staffing, facilities and resources**

**Acceptable**



- The school's daily procedures and routines are effectively organised. The school is staffed with teachers who are qualified and effectively deployed. Senior leaders and maintenance staff ensure a safe and secure environment which is conducive for learning. The building and facilities have been updated to include outdoor shaded areas, artificial turf areas and an attractive display area for students' work. Students lack access to computing equipment which limits their ability to demonstrate their capability to write code and develop their programming skills in computer studies. Well qualified staff benefit from regular continuous professional development to extend their range of skills. Although outdoor space is restricted that which is available is used effectively. There have been improvements in the provision and use of learning technologies by teachers, with interactive whiteboards provided in every classroom. Provision in Phase 1 is organised effectively with sufficient resources to cover the different areas of learning.

#### **Areas of Strength:**

- The principal's determination to improve the quality of provision across the school.

#### **Areas for Improvement:**

- The clarity of the school's strategic direction.
- Middle leaders' capacity to secure improvement.
- Leaders' understanding of the UAE School Inspection Framework so that they can raise standards for all students.
- Students' access to a range of suitable computing equipment for their course in computer studies.



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- The school employs 7 Arabic teachers and 7 support staff across Years 1 to 9, achieving a teacher-to-student ratio of 1:14.
- The library houses a collection of 2,027 Arabic books, including 1,443 fiction and 584 non-fiction titles. The library space is small, and no Arabic classes are held in it. Library books are read in some Arabic classrooms. There is no electronic library in the school.
- The school organises competitions and cross-curricular activities that encourage students to read. For example, there are reading challenge competitions, book fairs, internal Arabic competitions, and poetry recitation competitions.
- In the school's plan for supporting Arabic language, parents are expected to support their children in learning the Arabic language.

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

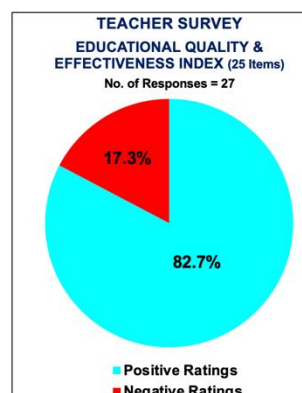
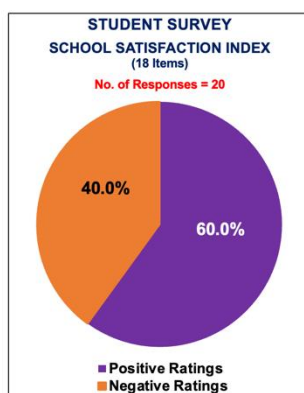
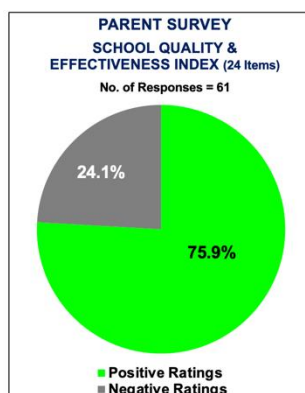
- Students take international benchmarking tests and examinations in line with SPEA's expectations and compliance.
- This includes TALA for students in Years 4 to 9, of which 96% completed the examination. The results across all Phase 2 and Phase 3 were consistently weak. Other international benchmarking tests and examinations include CAT 4 where most students took the test in 2024, and results indicated a range of academic potential. Most students in Years 4 to 10 completed the GL Progress Test in core subjects in 2024. Results across the phases ranged from good to weak. Students have not participated in other external examinations such as TIMMS and PIRLS, as yet.
- School leaders and staff have implemented a range of strategies to prepare students for external examinations and benchmarking tests. Teachers are beginning to analyse previous examination papers and use this to inform their teaching. This includes developing students' competence in interpreting examination questions so that they can provide accurate and informative answers particularly in Phase 3. Teachers have produced a range of guidance for students which provides key information relating to external tests including practice questions. These are made available to enable students to engage in independent study.
- Leaders share and discuss all the examination reports and information with students and parents. Students are becoming aware of future targets set for them. Students also receive examination certificates to celebrate their achievements in an award ceremony which is attended by the school's community.



## Provision for FS

- Provision in Phase 1 is based on the 7 areas of learning in the Early Years Foundation Stage curriculum framework. There are 3 classes, with 3 teachers and 3 teaching assistants. The ratio of teachers to children is 1:11.
- The 3 classrooms are set up to differentiate learning areas, some of which provide free-choice activities which support children's independent learning. There are age-appropriate tables and enough chairs for individual and group learning. Displays include the letters of the alphabet, numbers to 20, days of the week, months of the year, colourful posters, and regular shapes. Children's own pictures support their personal, social and emotional development. There is an additional activity room, adjacent to Phase 1 with sufficient accessible resources and equipment to support play-based learning activities, including role-play, reading, writing and mathematical skills.
- An outdoor area has climbing apparatus with slides, swings, tunnels and games painted on the floor.
- Parents attend a half-day orientation and induction session with their child in August to meet the teachers and teaching assistants and for children to familiarise themselves with staff and classrooms before starting the new year.

## VIEWS OF STAKEHOLDERS





## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in all subjects in all phases by:
  - ensuring the consistency of the quality of teaching students receive.
  - ensuring teachers plan lessons which promote students' attainment to above curriculum standards.
  - ensuring the pace of lessons maximises students' rate of progress in their learning.
  - planning lessons which promote the development of students' independent enquiry and research skills.
  - preparing students more overtly for external benchmarking tests.
  - undertaking regular and detailed analysis of students' attainment and progress.
- Improve the quality of teaching and assessment by:
  - planning lessons and activities that develop students' independent learning skills and support collaborative learning.
  - raising the level of challenge of activities in lessons, especially for the high-attaining students.
  - making more effective use of assessment data in lesson planning to match learning activities to the learning needs of all groups of students.
  - ensuring that all internal assessment of students' attainment and progress are accurate.
  - sharing best practices across subjects to improve teaching methods.
  - providing focused training for middle leaders so that they know how to monitor and support the quality of teaching in their subject.
  - ensuring that all leaders have the capacity to evaluate the quality of teaching accurately, assessing the impact of teaching on students' progress.
- Improve the self-evaluation form and improvement planning by:
  - setting a clear strategic plan for improvement, shared with all staff in each department.
  - using accurate internal assessment data to inform self-evaluation and improvement planning.
  - using the outcomes of external assessments to identify and set as improvement priorities any gaps in students' learning.
  - assessing students' progress accurately in lessons to identify strengths and areas for development in their learning.





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](mailto:quality.assurance@spea.shj.ae) within three weeks of receiving this report.