



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**LEADERS PRIVATE SCHOOL**

7-10 November 2022

**Overall Effectiveness**

**Good**



إتقان 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.




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



## SCHOOL INFORMATION

School	Information		
	School ID	138	
	School location	Al Azra School Zone	
	Establishment date	24-10-2004	
	Language of instruction	English	
	School curriculum	CBSE(Central Board of Secondary Education)	
	Accreditation body		
	Examination Board	CBSE	
	National Agenda Benchmark Tests/ International assessment	ASSET, EMSAT, PISA, PIRLS, TIMSS, CAT4	
	Fee range	8,300 AED -13,300 AED	
	Principal	Rafia Zafar Ali	
Staff			
	Chair of Board of Governors	Mr. Othman Mohamed Sharif Zaman	
	Total number of teachers	110	
	Total number of teaching assistants	2	
	Turnover rate	14%	
	Main nationality of teachers	Indian	
	Teacher: student ratio	1:15	
	Students		
		Total number of students	1575
		Number of Emirati students	Nil
		KG: number and gender	111 Boys, 70 Girls
Primary: number and gender		401 Boys, 286 Girls	
Middle: number and gender		193 Boys, 147 Girls	
High: number and gender		181 Boys, 186 Girls	
Nationality groups		1. India 2. Pakistan	
Total number of students with special educational needs		15	

## PROGRESS JOURNEY

Previous Inspection in 2018:	Current Review:
<b>ACCEPTABLE</b>	<b>GOOD</b>



## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of six reviewers' 173 lesson observations, 20 of which were carried out jointly with school leaders.

The school's overall effectiveness is good. This is an improvement since the last review. Students' attainment in the external CBSE examination and the international benchmarking assessments is exceptional. Improvement in achievement in core subjects in Primary, Middle and High phases is a result of the harmonious learning environment. The school offers a wide range of subjects in these phases, including performing arts leading to students' holistic development. The learning environment and curriculum are less stimulating in KG and so achievement remains acceptable. Teaching strategies across the school do not always meet and support the needs of all groups of students. School leaders have succeeded in getting the students enrolled in a range of competitions within and outside school. Lack of consistent and regular opportunities for enterprise and innovation within lessons impacts overall students' achievement.

### KEY AREAS OF STRENGTH:

- Students' attainment in the external CBSE examinations and progress in most core subjects.
- Students' positive behaviour that contributes to a very harmonious learning environment.
- The respectful relationships between students and staff.
- Students' appreciation of the values of Islam and respect for the UAE culture.
- Curriculum enhancement by additional languages, performing arts and a wide range of curricular choices for older students.

### KEY AREAS FOR IMPROVEMENT:

- A more stimulating learning environment in KG.
- Teaching strategies including use of assessment information to meet and support the needs of individuals and groups.
- Regular opportunities for students' development of enterprise, innovation, creativity and independent learning in lessons.
- The effective development of the role of middle leaders.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Good

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
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 an additional Language)	Attainment	N/A	Acceptable	Acceptable	Good
	Progress	N/A	Acceptable	Acceptable	Good
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Acceptable	Acceptable	Good	Very Good
	Progress	Acceptable	Good	Good	Very Good
Mathematics	Attainment	Acceptable	Good	Acceptable	Good
	Progress	Acceptable	Good	Acceptable	Good
Science	Attainment	Acceptable	Good	Acceptable	Good
	Progress	Acceptable	Good	Acceptable	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
Learning Skills		Acceptable	Good	Good	Good





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic education is good overall across all phases. The progress over time based on school data is outstanding. This does not match with the good progress observed in lessons and recent work.</li><li>• Attainment is not benchmarked against any external examinations. Internal data indicates outstanding attainment. This does not match the good attainment seen in lessons and students' work.</li><li>• In Primary, students have deep knowledge of Islamic values and can explain age-appropriate verses from the Holy Qur'an. They are also able to identify impact of Islam values in their lives. In Grade 2, students identify the etiquette followed during mealtime. In Middle, students develop secure understanding with respect to the rules of performing worshipping while traveling. For example, Grade 7 students are able to explain the shortening of praying during travel. However, they are less developed to relate those roles to appropriate verses from the Holy Qur'an or Noble Hadeeth. In High, a majority of students make good progress to identify the goals of Islamic economic system and know the benefits of banking according to the tenets of Islam. However, they are less developed to compare with other banking systems.</li><li>• Overall, a majority of student groups make better-than-expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' knowledge of Islamic values and impact on their lives.</li><li>• Students' deep understanding of the meanings of the Holy Qur'an verses.</li></ul>	<ul style="list-style-type: none"><li>• Students relate Islam values and rules to Holy Qur'an and Noble Hadeeth.</li><li>• Students' comparison of Islam economy with other type of economies.</li></ul>



<b>Arabic</b>	<ul style="list-style-type: none"><li>Students' achievement in Arabic second language is acceptable overall. Progress in lessons and recent work is acceptable in Primary and Middle, and good in High. This does not match with the school's assessment data which shows outstanding progress across all phases over time.</li><li>Internal assessment and Ministry of Education (MoE) examination data for Primary, Middle and High show attainment as outstanding, including in Grade 12. This does not match the good attainment seen in lessons and in students' books in High and the acceptable attainment in Primary and Middle.</li><li>Students make acceptable progress in Primary and Middle in speaking, listening, and reading skills. Primary students make acceptable gains using different genres of sentences while speaking. In Middle, students make sufficient progress in summarising and interpreting a paragraph, but few do this independently. In both Primary and Middle, students make slower progress in developing reading fluency, and speaking and writing in standard Arabic. In High, a majority of students make good progress to read and comprehend texts and develop skills to speak confidently when expressing their ideas. They can write accurately in succinct paragraphs.</li><li>Overall, all groups of students make expected progress. Higher-attainers do not progress as well as they could.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' writing skills in High.</li><li>Students' listening and comprehension skills.</li></ul>	<ul style="list-style-type: none"><li>Students' reading fluency in Primary and Middle.</li><li>Students' speaking and writing in standard Arabic in Primary and Middle.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is good overall. In lessons and in students' work, the majority of students make good progress in Primary and Middle. This does not match with the school's internal data which shows all students make outstanding progress over time.</li><li>• The school does not benchmark its academic performance against any external assessments. Internal assessments indicate outstanding attainment which does not match the good attainment seen in lessons and students' work.</li><li>• In lessons and students' work, a majority of students make good gains in their knowledge, skills and understanding. They gain effective understanding of aspects of national identity, citizenship, values in society, and the history of South Asia. They develop a comprehensive knowledge of the heritage and culture of the UAE. Students acquire secure understanding of the geographical facts of other parts of the world. However, their knowledge of geography of UAE, its physical features, borders, and economy is less secure. Students' understanding of other world cultures is less developed.</li><li>• Overall, the majority of student groups make better-than-expected progress. Higher-attainers do not progress as well as they could.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' knowledge and appreciation of UAE heritage and culture, and Emirati values.</li><li>• Students' understanding of national identity, citizenship, and societal values.</li></ul>	<ul style="list-style-type: none"><li>• Students' knowledge of other cultures around the world.</li><li>• Students' knowledge of UAE physical features, borders and economy.</li></ul>



English	<ul style="list-style-type: none"><li>• Students' achievement in English is good overall. In lessons and students' work, progress is acceptable in KG, good in Primary and Middle and very good in High. This does not match internal assessments in Primary, Middle and High which show students make outstanding progress over time. It matches the acceptable progress in KG.</li><li>• Students' attainment in external CBSE examination results for grades 10 and 12 indicate outstanding standards in High. Similarly, external CAT 4 and ASSET testing indicate outstanding attainment in Primary and Middle. This, and the outstanding attainment in internal assessments for KG, do not match lesson observations and students' work where attainment is acceptable in KG and Primary, good in Middle and very good in High.</li><li>• KG children make acceptable gains with building their knowledge of families of words. Progress in speaking is less developed due to limited vocabulary. Primary students make good progress using demonstratives to form sentences using new words. Middle students make good gains in writing informal letters, skimming and scanning text for specific information and knowing the difference between direct and indirect speech. High students progress very well with developing their speaking and listening skills in class discussion work and in assemblies. Across the school, students develop confidence in speaking and answering questions. Students' progress is slower in extended writing tasks in all phases as they lack creative ideas.</li><li>• A majority of student groups of students make better-than-expected progress. Higher and lower attainers progress better in High than in other phases.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' confidence in speaking and answering questions.</li><li>• Students' skim and scan techniques when extracting information across the phases.</li></ul>	<ul style="list-style-type: none"><li>• Students' extended writing.</li><li>• Children's vocabulary in KG.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>Students' achievement in mathematics is good overall. In lessons and students' work, progress is good in Primary and High, and acceptable in KG and Middle. This does not match school data which shows broadly very good progress overall.</li><li>The internal data shows the attainment of students is outstanding in KG and Primary, very good in Middle and good in High. In external ASSET, CAT4 examinations, results show very good attainment in Primary and good in Middle. CBSE examination results shows very good attainment in Grade 10 and good attainment in Grade 12. This matches the attainment seen in lessons and students' work in High, but not in other phases where it is acceptable in KG and Middle and good in Primary.</li><li>Students' progress in acquiring number sense, numeracy and geometry skills are good overall. KG children make only acceptable progress in their conceptual understanding. Primary students talk about the angles and polygons and in Middle, students go on to learn about the area and perimeter of rectangle and trapezium. Students in High represent data accurately. Making real-life connections is better in High. Mental mathematics and reasoning are less developed in Primary and Middle.</li><li>A majority of student groups make good progress. In general, girls make better progress than boys.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' skills in number sense and geometry.</li><li>Representation of data and making links to real life in High.</li></ul>	<ul style="list-style-type: none"><li>Mental mathematics and reasoning in Primary and Middle.</li><li>KG children's conceptual understanding of numbers.</li></ul>



<b>Science</b>	<ul style="list-style-type: none"><li>• Overall, students' achievement in science is good. In lessons and students' work, progress is acceptable in KG and Middle, and good in Primary and High which matches students' progress over time in internal assessments.</li><li>• External CBSE results indicate outstanding attainment in science in Grade 10 and outstanding attainment in biology, chemistry and physics in Grade 12. External ASSET and CAT4 assessments indicate very good attainment in Primary and weak attainment in Middle. Internal assessments indicate outstanding attainment in KG and Primary, very good in Middle and good in High. These assessments do not match attainment seen in lessons and recent work where students' attainment is good in the Primary and High and acceptable in KG and Middle.</li><li>• In lessons, most children in the KG develop secure observation skills. They know primary colours and sort and separate pictures of objects according to the colour or season. Their wider investigation and exploration skills are less developed. In Primary, Grade 1 students develop well their understanding of life science. They classify animals into different categories like pets, domestic and wild animals. By Grade 5, students extend their scientific knowledge and are able to explore matter and its physical properties using appropriate scientific terminology. In Grade 6, students apply their understanding of the human anatomy to discuss the different types of joints. Middle students are less secure in their application of scientific knowledge to real life. By Grade 12, students carry out investigatory projects to verify the theories they learned in physics.</li><li>• The majority of student groups make better-than-expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' use of scientific terminology in Primary.</li><li>• High students' independent investigations to verify the theories they learned in physics.</li></ul>	<ul style="list-style-type: none"><li>• KG children's investigation and exploration skills</li><li>• Middle students' application of scientific knowledge to real life.</li></ul>



<b>Other subjects</b>	<ul style="list-style-type: none"><li>Achievement in other subjects is good overall. Attainment and progress vary in phases in different subjects and range from acceptable to good. The school's data, which shows broadly outstanding progress across the subjects, does not match the overall good progress seen in lessons.</li><li>Attainment in CBSE examinations is outstanding in Malayalam, visual arts (Grade 10), information technology (Grade 10) and informatics practices (Grade 12). It is outstanding in humanities in history and political science. In High, business studies is outstanding while economics is acceptable. In lessons and in their recent work, the attainment of a majority of students is good in all phases except in Hindi, French and Urdu, where it is acceptable.</li><li>KG children make adequate gains in art to follow teachers' direction to complete pictures. Primary students enjoy their musical activities and develop rhythm, beat and skills progressively. In languages, most students develop acceptable skills to listen, read and speak but writing is less developed in Hindi, Urdu and French in Primary and Middle. In physical education (PE), a majority of students develop good knowledge and skills and by High, they compete successfully in a range of sporting events. In High in history, geography, accountancy and economics, students develop secure knowledge and skills. In ICT and computer science, the majority of students have a sound knowledge of functions of operating and program systems.</li><li>A majority of student groups make good progress. All children in KG make expected progress but not better because there are insufficient opportunities and resources for the children to explore independently.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' performance in art, PE and music.</li><li>Students' ability to use IT skills in lessons.</li></ul>	<ul style="list-style-type: none"><li>Students' ability to write in Hindi, Urdu and French in Primary and Middle.</li><li>Children's independent creation of their own art.</li></ul>



<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Overall, students' learning skills are good. They are acceptable in KG and good in all other phases. Students display positive attitudes and enjoy learning. Older students take increasing responsibility for their own learning. Children in KG rely overly on teachers to guide their learning.</li><li>• Students work collaboratively in pairs and groups. They communicate their ideas with peers and teachers with suitable justification. When given the opportunity, KG children speak confidently.</li><li>• Students generally make connections between their areas of learning and with UAE; for example, in mathematics the concept of scalars and vectors is applied in physics and chemistry. In KG, students relate numbers to sense organs and to colours of UAE flag. In Grade 7, students enjoy art and confidently compare Indian tribal art with African art forms.</li><li>• Students conduct basic research under teachers' guidance but this is a developing feature in the school. The use of learning technologies is not consistent in all subjects and phases. In science in High and in a few grades in Middle, students use electronic devices to research. A significant number of students participate in innovative projects outside school but this is not a feature in lessons. Students' critical thinking and reasoning are not well-developed.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' positive attitudes towards learning.</li><li>• Students' collaborative and communication skills.</li></ul>	<ul style="list-style-type: none"><li>• Students' consistent use of learning technologies, critical thinking, reasoning, innovation and research skills.</li><li>• Children's independent learning in KG.</li></ul>





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

Indicators:	KG	Primary	Middle	High
<b>Personal development</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>• Students' personal and social development is very good overall. Innovation skills are acceptable.</li><li>• Students have positive and responsible attitudes. They respond very well to critical feedback.</li><li>• Students are frequently self-disciplined and respond well to others. They are well behaved, respect each other and their teachers, and are sensitive to the needs of others. Bullying is very rare. The students' council gives very good support and help to students across all phases.</li><li>• Students demonstrate very good understanding of safe and healthy living. They participate in a variety of PE and sporting activities, demonstrate wise choices by bringing nutritious food for lunch, and in choosing the healthy food offered in the school cafeteria.</li><li>• Students' attendance is good at 94.7% Students usually arrive at school and to lessons on time.</li></ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>• Students' very good understanding of Islamic values and how these influence life in the UAE is shown in assemblies and when listening to Holy Qur'an recitation. Students show very knowledgeable and respectful attitudes of the UAE heritage and culture through celebrations such as Flag Day and National Day.</li><li>• Students demonstrate a clear understanding, awareness and appreciation of their own and other world cultures. They are involved in some activities such as International Culture where they celebrate Indian festivals along with the global UAE identity festival.</li></ul>				
<b>Social responsibility and innovation skills</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• Students volunteer and participate regularly in various community activities that make a positive impact on the school and the community. They celebrate Labour Day by distributing meals to workers.</li><li>• Students have a positive work ethic and sometimes take the initiative in developing their own projects, for example, they initiated a project on Robot for Agriculture and 'Krishiyanttra', which is</li></ul>				



Indian farming. A minority of students win awards in outside innovative projects but, in most lessons, innovative and creative skills are less developed.

- Students are well aware of environmental issues, including sustainability. They participate in projects such as planting trees in the school yard. They collect used cans for recycling and materials for reusing in other projects.

**Areas of Strength:**

- Students' positive attitudes, behaviour, relationships and self-discipline.
- Students' appreciation and understanding of Islamic values and Emirati culture and heritage

**Areas for Improvement:**

- Integrating innovation and creativity into lessons.
- Students' greater role and contribution towards becoming global citizens.



### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
<b>Teaching for effective learning</b>	<b>Acceptable</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The overall quality of teaching and assessment is good; it is acceptable in KG.</li><li>Most teachers consistently apply their secure subject knowledge and understanding of how students learn. Children in KG get few opportunities for free-flow and exploration due to limited resources and overly structured routines.</li><li>Teachers plan purposeful lessons and use a range of relevant resources. Lesson planning clearly identifies the learning intentions and teaching strategies. Most plans have details on how individual lessons are to be adapted to cater for all learning needs including higher and lower attainers. However, teachers target learning to the middle attainers.</li><li>Teachers create learning environments where students are not afraid to ask questions. Teacher interactions with students mostly affirm if tasks are being completed as planned rather than as an opportunity to extend learning. The use of questioning engages students in extended and often creative dialogue in the Middle and High. Questioning is less effective in KG and to develop critical thinking across all subjects.</li><li>Lessons generally meet the needs of most students. In the more effective lessons, particularly in the Primary, Middle and High, teachers use a range of strategies to meet most students' needs.</li><li>Opportunities for students to develop critical thinking, innovation and independent learning skills are not routine features in lessons, especially in KG.</li></ul>				
<b>Assessment</b>	<b>Acceptable</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Internal assessment processes are good overall. Baseline tests, regular formal assessments and teacher assessments are analysed effectively to monitor students' progress. Teachers mostly use this information to identify gaps in students' knowledge in order to take corrective actions. In KG, ongoing formative assessment processes and their use are less robust.</li><li>External CBSE examination data is benchmarked against international standards. ASSET, CAT4 tests are administered to track students' progress as they move through the school.</li><li>Teachers have a good knowledge of their students' progress in Primary, Middle and High. The thorough analyses of the assessment outcomes are used well but are not used comprehensively to inform planning to meet the needs of all students in all phases. Marking often constitutes positive, motivational comments but in most cases, it does not include constructive feedback by providing next steps in learning. Peer and self-assessment are inconsistent throughout the school.</li></ul>				



**Areas of Strength:**

- Learning environments that give students confidence to ask questions.
- Internal assessment processes to track student progress in Primary, Middle and High.

**Areas for Improvement:**

- Questioning to extend dialogue and develop critical thinking skills, especially in KG.
- Use of assessment outcomes to adapt lessons to better meet the needs of students and to inform constructive feedback for next learning steps.



## PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
<b>Curriculum design and implementation</b>	<b>Acceptable</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• The overall quality of the curriculum is good. It is acceptable in KG. Curriculum adaptation is acceptable across the school.</li><li>• The curriculum follows the school's authorised curriculum and all statutory national requirements. It is broad and balanced and enhanced through PE, art and the performing arts. It promotes students' knowledge, skills and understanding well, particularly in High.</li><li>• Curriculum planning ensures continuity and progression. It builds on prior learning and meets learning needs of most students' needs. However, it does not always support learning for children in KG, higher attainers, students with special educational needs (SEN) and the gifted and talented (G&amp;T) in all phases.</li><li>• A wide range of curricular choices in High, ranging from the stream of science, commerce and humanities, prepares students well for future learning. Primary and Middle students have good choices in languages and club activities. In KG, children do not have choices for free-flow activities and independent, hands-on learning.</li><li>• Cross-curricular links are planned and integrated into lessons which help students link areas of learning and make meaningful links with UAE heritage. Regular periodic reviews of the curriculum are linked with the annual review of the previous year.</li></ul>				
<b>Curriculum adaptation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>• The school makes adequate modifications to meet the needs of most groups of students. Less developed are the modifications for the higher-attainers, SEN and G&amp;T students.</li><li>• Extra-curricular activities offer a range of clubs and activities. Students enjoy the opportunities to be innovative and enterprising through projects, but opportunities are more limited in lessons.</li><li>• The curriculum supports students in gaining a clear understanding of UAE culture and society. Appropriate learning experiences are integrated to enhance students' pride in the cosmopolitan culture of the UAE.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Wide range of curricular choices for older students and enhanced provision of PE, Art and performing arts.</li><li>• Clear understanding and pride in UAE's culture and society.</li></ul>				



**Areas for Improvement:**

- Modification of the curriculum to meet the needs of all students, particularly children in KG, the higher attainers, G&T and SEN.
- Opportunities for enterprise and innovation in lessons.



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

Indicators:	KG	Primary	Middle	High
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• The overall quality of protection, care, guidance and support for students is good.</li><li>• Procedures for safeguarding are effective, including for child protection. All staff, students and parents know the policy and procedures. The school is effective in protecting students from all forms of harm, including cyber-bullying. The school keeps comprehensive and secure records of incidents and notes subsequent actions. Policies are reviewed regularly and all staff receive frequent training about updates and changes.</li><li>• The school provides a safe and secure environment for the school community. Students are effectively supervised around the school as well as on the school transport. The premises are well maintained. The school maintains accurate and secure records about maintenance and the action taken. Although the school has ramps on the ground floor for accessibility, there is no lift. In most phases, room size is small for the number of students which does restrict movement.</li><li>• The school promotes healthy living through workshops and integration with other subjects. Presentations about healthy eating, mental well-being, obesity and good hygiene take place in assembly.</li></ul>				
<b>Care and support</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• Teachers have very positive and purposeful relationships with all students, they know the students well and procedures for behaviour management are effective. The school keeps accurate records of attendance and punctuality through the facial recognition system. The school actively promotes good attendance through 100% attendance rewards and marks in report cards.</li><li>• The school has appropriate procedures for identifying SEN students all of whom have IEPs (Individual Education Plans). The progress of SEN is monitored, and relevant information is shared with teachers. However, the support for all students is still inconsistent in lessons. The school has identified 12 G&amp;T students through performances in arts and dance and CAT 4 results for academic excellence. Support for the G&amp;T and higher-attainers in lessons is not always effective.</li><li>• Students' well-being and personal development is monitored throughout the year, and this information is used well to guide students' transition into school and to the next phase. Support for external international testing is being developed. The school counsellor and teachers give useful career guidance to students in Grade 12, internships or links with industry are not a regular feature of the school.</li></ul>				



**Areas of Strength:**

- Staff-student relationships and behaviour management.
- The schools' rigorous record-keeping procedures.

**Areas for Improvement:**

- Preparation for external assessments and career pathways.
- Consistent support for SEN, G&T and higher-attainers.





## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

### Indicators:

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

- The overall quality of leadership and management is good.
- Leaders, including the principal, vice principal and members of the senior leadership team set a clear and inclusive direction. They are successful in providing a positive learning culture so that students are happy and become enthusiastic learners.
- Relationships and communication are strong so that all members of the school community feel valued.
- Leadership is distributive and teamwork has been successful but as yet the middle leaders are not drivers of change.
- Leaders have received a significant amount of training recently. The training for staff in using a full range of strategies to ensure that lessons precisely cater for the needs of different groups of students is beginning to have an impact.
- Self-evaluation along with school improvement planning (SIP) is good overall and staff teams have worked hard to evaluate the quality of provision across the school. However, in places, the self-evaluation document is not succinct. It efficiently informs the SIP process with accountability and financial allocations and has led to improvements since the previous inspection.
- Clear systems exist to monitor the quality of lessons. The focus on evaluating the attainment and progress of students during the lessons is developing.
- The school involves parents in some aspects of their children's learning and school life but not in the SIP. Communication and reporting take place regularly and parents benefit from the information about their children, particularly when their children have special needs. There are some local partnerships and voluntary contributions but fewer international partnerships with organisations to strengthen students' understanding of their roles as global citizens.
- Governors work effectively to support senior leaders and staff and know the school well through frequent onsite visits and close liaison with the principal and staff. They are aware of the need to create sub-committees to help increase the efficiency of their various roles and responsibilities.



Governance identified teacher skills and gaps in middle leadership for a shared vision of the school. They are supportive of professional development of the staff.

- The school runs efficiently on a day-to-day basis. A small size of a few classrooms makes it difficult for more extensive practical activities. The KG provision is less vibrant for the younger children with fewer opportunities for free flow and exploration both within classrooms and outside. Students and staff make the very best of the sports and play centre facilities.

**Areas of Strength:**

- Senior leaders' clear and inclusive direction and the positive learning culture in school.
- Focused monitoring and actions by leaders and governors resulting in improvement in students' achievement in most subjects.

**Areas for Improvement:**

- Capacity and role of middle leaders in effectively driving change.
- More effective partnerships with parents and international organisations.



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There are nine teachers in the Arabic department including the Head of Department. All are qualified to teach Arabic second language. Seven of these teachers have a transitional license issued by the MoE. There are only two non-native Arabic teachers.
- The number of books in the library are adequate to promote reading. The senior library has 407 fiction and non-fiction books. The use of digital books and provision for research in the libraries is limited. Besides, having a designated timetabled library period to promote reading in Arabic, teachers borrow books and plan literary activities around it in the classroom. These activities include designing a book cover, summary writing and changing the ending of a story.
- Every year the students participate in 'The Arabic Reading Challenge Competition', the Sharjah Book Fair and enact roles from the characters of different fictional stories. The school celebrates 'Arabic Day' and 'Voice of Future Generation' by Dubai Literature Centre for writing Arabic stories related to sustainability goals.
- Students participate in inter- and intra-school events like Arabic Calligraphy, poem recitation and creative writing competitions. During PTMs (Parent Teacher Meetings) the parental role in promoting Arabic is discussed along with the feedback on their children's performance.

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

- Almost all students participated in CAT4 and TIMSS as required where payment is done by school or SPEA. In ASSET where parents have to pay, enrolment is 73% from grades 3 to 9. Attainment data in TIMSS in 2015 shows that the average score of the school is above the UAE benchmark in mathematics and science and has met the target in English. Similarly, in 2015 almost all students participated in PISA in international benchmarking test and their performance was better than the UAE average. The result of PISA 2021 is still awaited.
- School's preparation for external benchmarking tests within lessons with a question a day, is a developing feature of the school. Some questions are included during the holiday homework.
- The results of the international benchmarking tests like CAT4 and ASSET are communicated to the students through the website.
- Communication to parents about benchmarking tests is done through circulars and parent access to websites.

### Provision for KG

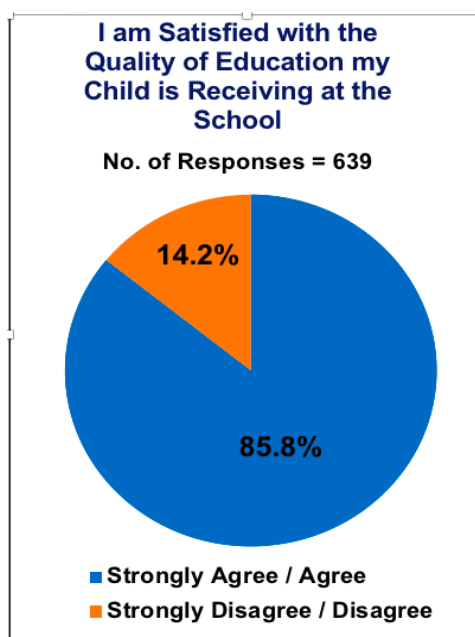
- The teacher student ratio is 19:2 teachers. The few SEN students are well-supported by the SEN teacher who has prepared individualized education plans. All the 17 teachers are qualified except for one whose license is in process.
- There are ten classrooms in the KG section, four for KG1 and six for KG2. Each classroom although small has a reading corner to promote reading. The environment within classrooms is less stimulating because of lack of resources and space for free play and exploration, and development of gross motor skills. There is an activity room with computers, along with music and dance rooms The KG has age-appropriate washrooms for the children.



- There are two outside areas for the KG, one is a smaller covered area with equipment for play, like see saws, slides and swings. The other playground is shared with a designated area for KG children for structured play during PE and games.
- When children enter KG, there is an orientation programme where parents are introduced to teachers and given presentations about the KG procedures. Communication with parents takes place such as through circulars, 'See-saw' application for children's work and a monthly newsletter. In case of an emergency, parental concerns are conveyed to the teacher and resolved immediately. Transition procedures to Primary are smooth as there is guidance between the KG and the Grade 1 teachers with focus on fun activities in the initial two to three weeks.



## VIEWS OF PARENTS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve KG provision by creating a stimulating learning environment by:
  - introducing learning by 'doing'
  - adding more resources such as classroom manipulatives for hands-on learning
  - developing teaching strategies to enhance children's engagement.
- Introduce a wider range of teaching strategies, to meet and support the needs of individuals and groups by:
  - using existing information to enhance curriculum adaptation
  - improving teachers' questioning to extend and develop learning and critical thinking
  - using assessment information to ensure the teaching activities meet all abilities, including higher attainers, SEN and G&T students
  - giving students precise feedback on how to improve.
- Provide consistent and regular opportunities for the development of enterprise, innovation and creativity in lessons.
- Develop the effectiveness of the middle leaders by:
  - empowering middle leaders to deliver the school's vision



- greater integration with the senior leaders in the whole-school decision making and improvement planning
- making them accountable for their own and their department's performance.

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

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

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

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