



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

# School Performance Review (SPR) Report

School of Knowledge  
4 - 7 March 2024

**Overall  
Effectiveness:  
GOOD**





## TABLE OF CONTENTS

<b>PURPOSE AND SCOPE</b> .....	<b>3</b>
<b>THE SCHOOL PERFORMANCE REVIEW PROCESS</b> .....	<b>4</b>
<b>SCHOOL INFORMATION</b> .....	<b>6</b>
<b>THE SCHOOL PERFORMANCE REVIEW FINDINGS</b> .....	<b>7</b>
<b>Performance Standard 1: Students' Achievement</b> .....	<b>8</b>
<b>Performance Standard 2: Students' personal and social development and their innovation skills</b> .....	<b>17</b>
<b>Performance Standard 3: Teaching and assessment</b> .....	<b>20</b>
<b>Performance Standard 4: curriculum</b> .....	<b>21</b>
<b>Performance Standard 5: the protection, care, guidance and support of students</b> .....	<b>23</b>
<b>Performance Standard 6: Leadership and management</b> .....	<b>25</b>
<b>ADDITIONAL FOCUS AREAS</b> .....	<b>27</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	112
	School location	Al Azra, Sharjah
	Establishment date	1990
	Language of instruction	English
	School curriculum	National Curriculum for England (NCfE)
	Accreditation body	-
	Examination Board	-
	National Agenda Benchmark Tests/ International assessment	PTE, PTM, PTS, CAT4, ABT (ARABIC) PIRLS, TIMSS
	Fee range	8,100 - 10,260 AED
	Principal	Junia Amanna
Staff		
	Chair of Board of Governors	Joseph Flynn
	Total number of teachers	92
	Total number of teaching assistants	12
	Turnover rate	8%
	Main nationality of teachers	Indian
Students		
	Teacher: student ratio	1:16
	Total number of students	1,511
	Total number of students per phase	Phase 1: 227 Phase 2: 1,093 Phase 3: 191
	Number of Emirati students	0
	Number of Emirati students per phase	0
	Phase 1: number and gender	Boys: 115 Girls: 112
	Phase 2: number and gender	Boys: 557 Girls: 536
	Phase 3: number and gender	Boys: 105 Girls: 86
	Phase 4: number and gender	0
	Nationality groups	1. Pakistani 2. Indian
Total number of students with special educational needs	15	

## PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
<b>ACCEPTABLE</b>	<b>GOOD</b>

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 164 lesson observations, 38 of which were carried out jointly with school leaders.

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

The school's overall effectiveness is good. This is an improvement since the previous review visit. Students' achievement has improved overall due to improved teaching. The quality of teaching remains variable, particularly in lower Phase 2. The curriculum has been enhanced by enriching activities in assemblies, clubs and trips. The school continues to provide a safe environment for students to learn. Outdoor learning spaces and sports facilities have been improved. The whole school community has worked together to create a clean and green environment. Leaders are reflective and committed and have sustained improvements across the school.

#### KEY AREAS OF STRENGTH:

- Students' improved achievement in social studies and Islamic Education in Phase 2, Arabic as a Second Language (ASL) in Phases 2 and 3, English in Phases 1 and 3, mathematics in Phase 2 and science in Phase 3.
- Students' appreciation of Islamic values and their knowledge of the UAE.
- Improved teaching, particularly in upper Phase 2 and Phase 3.
- The provision of a safe and inclusive environment.
- Leaders' vision and their actions to improve many aspects of the school.
- The work of the whole school community in raising awareness and taking action towards the United Nations Sustainable Development Goals.

#### KEY AREAS FOR IMPROVEMENT:

- Students' achievement in all subjects and particularly English and mathematics in Phase 2.
- Teachers' expectations of students in all phases, particularly in lower Phase 2.
- The use of assessment to adapt teaching and the curriculum to maximise students' learning.
- Guidance for older students for the next phase of education and careers.
- Systems to gather the views of parents more frequently.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.					
Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	N/A	Acceptable	Good	N/A
	Progress	N/A	Good	Very Good	N/A
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	N/A
	Progress	N/A	Good	Good	N/A
Social Studies	Attainment	N/A	Acceptable	Good	N/A
	Progress	N/A	Good	Very good	N/A
English	Attainment	Acceptable	Acceptable	Acceptable	N/A
	Progress	Good	Acceptable	Good	N/A
Mathematics	Attainment	Acceptable	Acceptable	Good	N/A
	Progress	Good	Good	Good	N/A
Science	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Very Good	N/A
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Learning Skills		Good	Good	Good	N/A

School Performance Review of School of Knowledge  
4 - 7 March 2024





Islamic Education

- Students' achievement in Islamic Education is good overall. It is very good in Phase 3. The school's internal data shows that students make outstanding progress in both phases. In lessons and in students' work, students make good progress in Phase 2 and very good progress in Phase 3.
- The school's internal assessment data shows that attainment is outstanding overall. In lessons and in students' work, students' attainment is acceptable in Phase 2 and good in Phase 3.
- Students across the school reflect Islamic values in their daily practice. In Year 1, students memorise short surah's of the Holy Qur'an and know the five pillars of Islam. They can differentiate between things created by Allah (SWT) and humans. They know how to start reading the Holy Qur'an, performing Wudu before praying. In Phase 2, students analyse the reasons behind the migration to Al Madinah and its impact on the early Muslim community. In Phase 3, students use their knowledge about rules that allow the shortening and combining prayers and can apply this to real life scenarios. Students' skills in reciting the Holy Qur'an, and their understanding of the Noble Hadeeth in Phase 2, is less developed. In Phase 3, students' deeper understanding of contemporary issues in Islamic societies and how to deal with them is less developed.
- Overall, the majority of groups of students make better than expected progress. Higher attainers do not make as much progress as they could.

**Areas of Strength**

- Students practising Islamic values in Phases 2 and 3.
- Students' understanding of the rules on shortening and combining prayers in Phase 3.

**Areas for Improvement**

- Students' recitation of the Holy Qur'an and their understanding of the Noble Hadeeth in Phase 2.
- Students' deeper understanding of contemporary issues in Islamic societies in Phase 3.



<b>Arabic</b>	<ul style="list-style-type: none"><li>• Students' achievement in Arabic as a second language (ASL) is good overall. The school's internal data shows that students make acceptable progress in both phases. In lessons and in their work, students in Phases 2 and 3 make good progress.</li><li>• The school's internal assessment data indicates attainment is acceptable in ASL. External ABT results for students in Year 5, 6 and 7 are good. In lessons and in students' work, attainment is acceptable overall in both phases.</li><li>• Students in both phases read fluently but their comprehension skills are less developed. Their handwriting is legible and neat. In Year 1, students pronounce letters using basic grammar rules and match letters with the correct pictures. In Phase 2, older students create their own dictionaries of new vocabulary in English and Arabic. They use these to improve their speech and in their writing. In Phase 3, students engage in a short dialogue with each other and with adults, demonstrating their growing vocabulary. Students' standard Arabic for communication and their extended writing skills in both phases are less developed.</li><li>• The majority of groups of students make better than expected progress. Higher attainers do not always make as much progress as they are capable of.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' fluency in reading in Phases 2 and 3.</li><li>• Students' neat and legible handwriting in both phases.</li></ul>	<ul style="list-style-type: none"><li>• Students' use of standard Arabic and their reading comprehension in Phases 2 and 3.</li><li>• Students' extended writing in both phases.</li></ul>



Social Studies

- Students' achievement in social studies is good overall. It is very good in Phase 3. The school's internal assessment data shows that students make very good progress in Phases 2 and 3. In lessons and in students' work students make good progress in Phase 2 and very good progress in Phase 3.
- The school's internal assessment data shows that attainment is very good overall. In lessons and in students' work, attainment is acceptable in Phase 2 and good In Phase 3. There are no external assessments for social studies.
- Students in both phases have good knowledge about the heritage and traditions of the UAE. In Phase 2, students compare life in the past and present. They understand the influence of Emirates' leaders and of the government on the country's achievements. Their skills in using maps to find information about physical features and natural resources are less developed. In Phase 3, students analyse the benefits and challenges related to globalisation and discuss how the UAE economy benefits from it. Students understand the social issues and challenges that arise from globalisation. They are not always able to suggest solutions to these.
- The majority of groups of students make better than expected progress overall in social studies. High attainers do not make the progress of which they are capable.

**Areas of Strength**

- Students' appreciation of the role of the UAE government in Phase 2.
- Students' ability to analyse the benefits and challenges related to globalisation in Phase 3.

**Areas for Improvement**

- Students' ability to read and interpret maps in Phase 2.
- Students' ability to suggest solutions to issues caused by globalisation in Phase 3.



English

- Students' overall achievement in English is acceptable. It is good in Phases 1 and 3. Internal assessment data indicates good progress across the school. In lessons and students' work most students in Phase 2 make the expected progress.
- The school's internal data indicates attainment is very good in Phase 1, good in Phase 2 and very good in Phase 3. External PT tests in English in Years 4 to 7 indicate acceptable attainment overall. In lessons and in students' work most students attain in line with curriculum standards in all phases.
- Children in Phase 1 make good progress in their listening and speaking skills from low starting points. They recall characters and events in stories and use phonics to blend sounds to read and write 3-letter words. In Phase 2, students confidently communicate their learning orally, although their writing is less developed. Students in upper Phase 2 use learning platforms to extract information to infer and look up vocabulary to use in their writing. In Phase 3, students confidently answer questions and take part in in-depth discussions and debates. Throughout school, students' higher order reading skills are less developed. They do not refer to a range of texts within the lesson to deepen their learning. As a result, their use of a range of conjunctions and understanding of figurative language for effect is less developed. Students do not spend sufficient time discussing and planning their writing before they begin to write creatively. Their extended writing skills and use of grammar and punctuation are not always accurate across all phases.
- There is little variation in the rates of progress of different groups of students. Boys and girls make progress at similar rates.

**Areas of Strength**

- Students' speaking skills in all phases.
- Students' ability to discuss ideas in depth in Phase 3.

**Areas for Improvement**

- Students' higher order reading skills in all phases.
- Students' extended writing skills and their accuracy in grammar and punctuation in all phases.



Mathematics

- Students' achievement in mathematics is good overall. The school's internal data indicates that students make good progress overall. This is borne out in lessons and their work where the majority of students make better than expected progress.
- The school's internal data shows attainment is outstanding in Phase 1, acceptable in Phase 2 and good in Phase 3. External PT tests in mathematics indicate acceptable attainment in Years 4 to 6 and very good attainment in Y7. In lessons and in their work most students in Phases 1 and 2 attain in line with curriculum standards. In Phase 3, the majority of students attain above curriculum standards.
- Children in Phase 1 are beginning to recognise simple 3-D shapes in their environment. They can represent the number 9 in different ways although a few do not form numbers correctly. In Year 1, students experiment with water to consolidate their understanding of capacity, using mathematical vocabulary correctly. Phase 2, students demonstrate good calculation skills. They understand that amounts of money can be made up with different types of coins but their ability to choose the most efficient method is less developed. They convert mixed numbers to improper fractions and fractions to percentages. When working independently, they cannot always interpret word problems accurately. In Phase 3, students can translate phrases into simple algebraic form and solve equations with substitution. They work out experimental probability and find out which is more likely. They are developing their skills in the use of devices to investigate different types of probability diagrams.
- Lower attainers do not always make as much progress as they can because they are not provided with resources to help them consolidate mathematical concepts.

**Areas of Strength**

- Student's understanding of numbers and their calculation skills in Phase 2.
- Students' application of mathematical skills to solve problems in Phase 2 and Phase 3.

**Areas for Improvement**

- Students' interpretation of word problems in Phase 2.
- Students' further use of mathematical resources in Phase 3.



Science

- Students' overall achievement in science is good. It is very good in Phase 3. Internal assessments indicate that students make very good progress in all phases. This matches the progress seen in lessons and their work in Phase 3. In Phases 1 and 2, the majority of students make better than expected progress.
- The school's internal assessment data indicates outstanding attainment in Phase 1 and Year 7 and good in Phase 2. Attainment measured using external progress tests indicate students' attainment is good in Years 4 to 6. In lessons and students' work, the majority of students attain above curriculum standards in all phases.
- In Phase 1, children know the 5 senses and explain how their bodies sense their surroundings. In Phase 2, students understand air resistance and can explain how this force may be reduced by changing the shape of an object. Older students in Phase 2 design experiments and measure the effect that surfaces have on friction and the distance a toy car can travel. By Phase 3, students have developed clear scientific thinking. They plan experiments, make predictions, and understand how to make a fair and reliable test. They can control scientific variables and work out which factors control the rate at which a solute dissolve. Scientific thinking and practical skills are underdeveloped in Phases 1 and 2. In all phases, students rarely use books or technology to research or find things out for themselves.
- Overall, the majority of groups of students make better than expected progress. In lessons, higher attainers make less progress than they are capable of.

**Areas of Strength**

- Children and students' understanding of physical and life sciences in Phases 1 and 2.
- Students' practical skills and scientific thinking in Phase 3.

**Areas for Improvement**

- Children and students' scientific thinking, enquiry, and practical skills in Phases 1 and 2.
- Children and students' use of books and technology to research and find things out for themselves across all year groups.



Other subjects

- Overall, students' attainment and progress in other subjects, across all phases is good.
- The school's internal data for students from Years 4 to 7 in Urdu and French is outstanding. In lessons and in their work, the majority of students attain above curriculum expectations in all subjects. There are no external examinations in other subjects.
- Students make good progress in Urdu in their speaking, reading, and writing skills. Their vocabulary and speaking skills in French is less developed. In information and communication technology (ICT) Phase 2 students apply what they learn in coding to create a game, identifying and rectifying their own errors. In Phase 3 students create databases, using correct formatting. Children in Phase 1 and students in Phase 2 enjoy music lessons. In Phase 2, they learn to appreciate different genres of music and can say how music makes them feel. In Phase 1 children learn about rhythm through actions. In physical education (PE), students improve their ball skills and relay drills. Phase 1 children enjoy dance lessons which develop their gross motor skills. They take part in many outdoor activities which help them to improve their balance, climbing and ball skills. In Phase 2, students improve their art skills by creating positive and negative spaces in pointillism. They infrequently develop their own ideas in art. In moral instruction, students lead discussions on the benefits of mindfulness and cultural values.
- Higher attainers in all other subjects are not always challenged to make the progress of which they are capable.

**Areas of Strength**

- Students' skills in music, including singing in harmony in Phase 2.
- Students' application of ICT skills when coding and creating spreadsheets in Phase 2.

**Areas for Improvement**

- Students' vocabulary and fluency in speaking in French in Phase 2.
- Students' ability to create and communicate their own ideas in art in Phase 2.



Learning Skills

- Students are eager to learn and are engaged in their lessons. They are beginning to take increased responsibility for their own learning. They set their own targets in the core subjects, following a discussion with their teachers. In ASL, students make their own dictionaries to improve their vocabulary.
- Students interact well with each other and with adults. Children in Phase 1 take turns and share resources. Students in Phases 2 and 3 collaborate well in groups to discuss their learning or solve problems. They communicate their learning clearly in lessons and in assemblies and listen to others and respond to their peers confidently in discussions and debates.
- Children in Phase 1 make links in their learning through various activities. For example, they write words they have learned to blend in the sand during outdoor play and can make repeating patterns when making a necklace. Students in Year 1 in Phase 2 make links between Arabic letters to names of traditional objects in the UAE. The theme of sustainability is woven through the curriculum including in music where students listen to and sing songs about caring for the earth.
- Students use technological devices to improve their vocabulary in English and in Arabic. In science, students take part in online quizzes and then discuss their answers to improve their understanding about air resistance. Students occasionally use resources to research, for example, to find rules about shortening or combining prayers in Islamic education.

**Areas of Strength**

- Children and students' eagerness to learn across the school.
- The links students make with sustainability and life in the UAE in Phase 2.

**Areas for Improvement**

- Students taking more responsibility for their own learning in all phases.
- Students' ability to research and find things out for themselves using a range of resources in all year groups.





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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Personal development</b>	<b>Very good</b>	<b>Very good</b>	<b>Very good</b>	<b>N/A</b>
<ul style="list-style-type: none"> <li>Students have very positive attitudes and are becoming increasingly responsible. They are keen to learn and respond very well to critical feedback from their peers and adults. Occasionally, in lessons, they are too reliant on the teacher to move their learning forward.</li> <li>Students' very good behaviour contributes to a calm and purposeful learning environment. Students are polite, courteous and always ready to offer a helping hand to adults or peers, including those with SEN. They have good relationships with all staff including those that clean the school, demonstrating this by keeping their own environment in very good order.</li> <li>Students demonstrate secure understanding about the importance of safe and healthy living. Healthy food and health and safety monitors check lunch boxes and support mental health initiatives. They enjoy keeping physically active in PE lessons and during music lessons in Phase 1 and lower Phase 2. Students regularly increase their own awareness about health matters in assemblies, in science lessons about diabetes and celebrate events such as World Heart Day.</li> <li>Attendance is good at 95% and students are punctual to school and to lessons.</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>N/A</b>



- Students understand and have a secure appreciation of Islamic values and reflect these well through their recitation of the Holy Qur'an in daily assemblies. In a Year 1 assembly observed entitled, 'Islam is the way of Life', students highlighted the principles of being a good Muslim. They shared ways they could demonstrate this by showing respect for their parents and a love of Allah (SWT).
- Students are very knowledgeable and respectful of the heritage and culture of the UAE. These features are interwoven through assemblies, lessons and in clubs. For example, in assemblies, students share different facts about the UAE space programme. In science, students discuss how the food chain works in the desert environment. Students learn about traditional Emirati games by drawing them and playing them together.
- In all daily assemblies, students learn about the UAE and world news which helps them understand other world cultures. They celebrate special events such as International Women's Day. Students learn about and appreciate the different cultures in their school by making informative posters.

**Social responsibility and innovation skills**

**Good**

**Good**

**Good**

**N/A**

- Students proudly undertake a range of leadership roles throughout the school. They held a Gala Fiesta with food stalls and games to raise money for the Red Crescent. In addition to beach cleaning trips, they ensure they keep their own classrooms and school clean and tidy.
- Students have a positive work ethic. They involve themselves in innovative projects such as the design of an incubator in science, an application to delete the recycle bin folder and a hydroponic system to grow plants. In lessons, students are infrequently creative or initiate and lead their own learning.
- The United Nations Sustainable Development Goals are well known to students. They raise awareness of these during assemblies and demonstrate that they take actions towards saving the planet. They plant trees and care for them, recycle batteries and use the correct recycling bins.

**Areas of Strength:**

- Students' positive behaviour and respectful attitudes.
- Students' appreciation of Islamic values and knowledge of the UAE.
- Students' environmental awareness and action.



**Areas for Improvement:**

- Activities that enable students to take the initiative, lead their own learning and be more creative in lessons.



## PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Good	Good	Good	N/A

- Most teachers have good subject knowledge and know how students learn. In Phase 1, and in Year 1 in Phase 2, children learn through play in the activity centre and outdoors. Teachers create a positive learning environment where students' work is celebrated. In the best lessons, students are encouraged to learn from their mistakes.
- Teachers plan purposeful lessons, although a few do not adapt their lessons in response to students' prior learning. They use practical and visual resources to engage students. In Phase 1, teaching assistants are not always used effectively to maximise children's learning during teachers' input time. In a few lessons, the time spent on the starter activity means that students do not have the time to fully achieve the main lesson objective. Teacher and student interactions are positive. In better lessons, teachers use effective questioning and use online learning platforms to deepen students' learning.
- Teachers usually offer 3 levels of activities or challenges which ensure learners are engaged. Higher attainers are not always given sufficient personalised challenge to enable them to make the progress they should and students needing extra help are not supported with appropriate resources or small learning tasks that build their knowledge.
- Opportunities for critical thinking and problem-solving skills are developing. In English, in Phase 3, students debate the advantages and disadvantages of artificial intelligence (AI). In mathematics in Phase 2, students frame their own mathematical questions.

Assessment	Good	Good	Good	N/A
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- The school has vastly improved the systems to track students' progress. In Phase 1, children's progress is tracked against the 17 areas of learning. Students' academic and social development is tracked closely by teachers. External test results are used well to benchmark data in the upper Phase 2 and in Phase 3.
- The school's data analysis is thorough and detailed, including for different groups of students. This is monitored regularly and is used by teachers to guide their lesson planning. Activities are planned for 3 different levels. In better lessons, assessment is more personalised and specific

**School Performance Review of School of Knowledge  
4 - 7 March 2024**



tasks are given to higher attainers to extend their learning. In lower Phase 2, a few teachers' expectations are not high enough and they do not adapt the curriculum to sufficiently challenge higher attainers.

- In most lessons, teachers offer feedback and support to help students maximise their progress. This is not always sufficiently personalised or targeted to help students improve their work. Self- and peer- assessment is a developing feature across the school. Students and teachers check their work against success criteria although this is sometimes superficial. As a result, a few teachers do not have a clear understanding of how well students have achieved the learning objective. Opportunities for students to follow up and improve their work are infrequent.

#### Areas of Strength:

- Teachers' subject knowledge and their interactions with students.
- The school's internal assessment processes and analysis contribute to lesson planning.

#### Areas for Improvement:

- Teachers' higher expectations, better use of time, resources and questioning to maximise students' learning and progress.
- Teachers' use of assessment to adapt teaching to build on students' prior learning and provide constructive feedback to challenge and support all students.

## PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Good	Good	N/A



- The curriculum has a clear rationale and is thoughtfully structured, encompassing a broad and balanced range of subjects including PE, a choice of languages for older students and music for younger students. The curriculum meets the requirements of the Emirate of Sharjah and the National Curriculum for England (NCfE).
- Transition points are supported from Phase 1 to Year 1 by building in opportunities for children to learn effectively through play. Specialist teachers ensure transitions are smooth between Phases 2 and 3. Transition is less well-managed in preparing students in Phase 3 for their move to new schools. Assemblies raise students' awareness about life after leaving the school by covering a range of topics and involving every student. Cross-curricular links help students to make connections between subjects such as science and mathematics.
- Through termly and annual reviews, the curriculum is adapted to ensure that there is continuity and progression to meet the needs of most students. Adaptations to the curriculum ensure that sustainability and UAE priorities feature in most lessons.

<b>Curriculum adaptation</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>N/A</b>
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- The curriculum caters to the needs of nearly all student groups. It is suitably adapted for children in Phase 1 and Year 1. Students with SEN are provided with individual education plans (IEP), though support and challenge for SEN and G&T students are less personalised in lessons.
- Adaptations are made to incorporate questions and content from external benchmark testing in core subjects. Innovation and enterprise mostly take place during extra-curricular activities and through home projects. A wide range of Thursday clubs, which include scouts, sports, academics and music, enable students to develop life skills and pursue their talents and interests.
- Daily assemblies demonstrate students' understanding of UAE society with the national anthem, readings from the Noble Hadeeth, the Holy Qur'an recitation and UAE news. Sustainability and world news is also a common feature. Learning is enhanced by trips to the Museum of Islamic Civilisation, Fruit and Vegetable Markets, Sharjah Book Fair and the Aquarium.

**Areas of Strength:**

- The links to sustainability across all phases in all subjects.
- The curriculum links to real life, including life in the UAE.

**Areas for Improvement:**



- The range of activities and topics in the curriculum that develop students' creativity, imagination and innovation in lessons.
- The preparation of students in Phase 3 for the next phase of their education and careers.

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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Very good</b>	<b>Very good</b>	<b>Very good</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>• Staff, students and parents are fully aware of the school's rigorous safeguarding procedures, including child protection. All staff receive frequent safeguarding training. Students feel safe and are confident to report any concerns to the nominated members of staff. As a result, the school provides a very safe and secure environment. There are effective arrangements to protect all students from bullying, including through social media.</li><li>• The buildings and equipment are very well maintained. There are thorough and frequent monitoring checks to ensure a high level of school safety and security. Supervision of students is effective at all times, including on the buses. Incidents affecting students' health, safety or well-being are recorded and kept securely.</li><li>• The promotion of healthy living is effective and built into almost every element of school life. There are many displays around the school that promote good nutrition and healthy lifestyles. Helpful and informative workshops on healthy eating, health awareness sessions, weight monitoring and the promotion of sport and exercise feature strongly throughout the school.</li></ul>				
<b>Care and support</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>• Relationships between students and staff are positive and strong. There is a code of conduct that is understood clearly by the school's community. As a result, behaviour throughout the school is very positive and there is an atmosphere of cooperation and respect.</li></ul>				

**School Performance Review of School of Knowledge  
4 - 7 March 2024**



- The school has effective procedures to promote good attendance and punctuality. Detailed records are kept and carefully monitored. Parents are notified promptly if there are concerns regarding attendance or punctuality.
- The school has thorough and improved systems to identify students with SEN and G&T. Information is collated from assessments, teachers and school counsellors. IEPs are provided for students on the school's SEN register. Support for SEN students in lessons are not always sufficiently personalised.
- The school provides additional after school support for SEN students through specific classes or online. G&T students are encouraged to take part in competitions. In the best lessons, these students' precise learning needs are known, and tasks are set at appropriate levels of challenge. Counselling sessions are provided for students who require support following a request from teachers or from parents to help them understand their 'Yes, it is', child's educational plan.
- The school promotes the wellbeing of students and staff and has a reliable system for monitoring the personal development of all students. Many lessons start with a check on the welfare of students and that they feel well supported by staff. Counsellors address students' concerns that they share in the worry box. In turn, staff feel supported by school leaders. Careers guidance and support for students moving to the next phase of their education is less well developed.

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

- The procedures for the safeguarding and safety of students.
- The positive and caring relationships between staff and students.

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

- Effective challenge for higher attainers and support for SEN in all lessons.
- Guidance for careers and students' preparation for their next phase of education.





## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

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

**Indicators:**

**The effectiveness of leadership**

**Good**

- Leaders at all levels set a clear vision and share it with the whole school community. They are fully committed to the UAE national priorities which is evident from improved results in external assessments. The whole school community raises awareness and takes actions to promote the UAE's sustainability priorities. Leaders promote an inclusive ethos in the school and ensure all statutory requirements are met.
- Most leaders use their secure knowledge of best practices in teaching, learning and assessment to raise students' achievement. The morale of teachers is positive, and the turnover of teachers is low. Leaders know the strengths and priorities of the school and are having a positive impact on raising students' achievement. They demonstrate a good capacity to improve.

**Self-evaluation and improvement planning**

**Good**

- Leaders use evidence from a range of sources, including external assessments, to conduct the school's self-evaluation. School improvement plans and action plans are clear and are reviewed for impact every term. The monitoring of teaching is rigorous, although it does not always focus sufficiently on students' progress towards the lesson's learning objective. The school's improvement plan focuses clearly on the recommendations of the previous review report. As a result, leaders are successful in securing sustained improvements in most key areas.

**Partnerships with parents and the community**

**Good**



- Parents are involved in raising standards, particularly in reading, working closely with the school to support their children at home. The school has many channels of communication with parents although a few feel that they are not listened to. Reports, students' diaries and monthly parent and teacher meetings ensure that detailed information about students' achievement is shared with parents.
- The school benefits from belonging to a network of schools within the St. Mary's group and this has resulted in improved professional development, the sharing of best practice and in organising a school trip abroad. Leaders make the best use of the close links with a local school in Sharjah. This has directly impacted improving teaching and learning approaches, such as differentiation in lessons to respond to different groups of students.

**Governance**

**Good**

- Governors are supportive and hold leaders to account in equal measure. School leaders share information about the school term and governors visit the school regularly. As a result, they are knowledgeable about the school and its priorities. Their direct involvement has a positive impact on improving the school's outdoor facilities, the school's assessment processes and the use of technology. While parents are represented on the board of governors, there are no formal systems in place to gather the wider views of parents and students.

**Management, staffing, facilities and resources**

**Good**

- The school day runs smoothly due to efficient procedures and clear routines. There is regular professional development for staff and incentives are offered to retain staff. The premises are kept well and the recent Go Green incentive means that students and staff work in a clean, green environment. The school has well-resourced science, technology, engineering, arts and mathematics (STEAM) laboratories, a computer room, a library and specialist rooms for languages, music and art. The use of projectors in lessons results in students working in classrooms that are insufficiently lit.

**Areas of Strength:**

- The vision and direction of leaders at all levels results in improvement.
- The impact of self-evaluation and school improvement planning on students' outcomes.



### Areas for Improvement:

- Systems to gather the views of parents and students more often through the self-assessment process.
- Leaders' monitoring of teaching to focus sufficiently on students' progress towards achieving the learning objective in lessons.

## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There are 8 teachers who teach ASL from Years 1 to 8. The ratio of teachers to students is 1:160.
- There are 867 Arabic books in the library which include 850 fiction and 17 non-fiction books. There is currently no scheduled library period for ASL.
- Students read text extracts from their textbooks and books from the library in lessons. Students have access to the ALEF portal to learn letters, speaking and listening skills and read stories. Students can record their speaking so that the teacher can check on their intonation. Other technological learning platforms are used during lessons so that students can look up vocabulary and meanings of words or complete quizzes. They can also gain access to work uploaded by the teacher to complete in lessons and at home.
- The school organises competitions such as Arabic storytelling and Arabic calligraphy. Daily assemblies regularly feature students' learning in Arabic. Teachers engage with parents through various online platforms and students' diaries. External ABT results are shared with students and parents and teachers use examination style questions in lessons to help prepare students for these.

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

- The school complies with all SPEA requirements for international examinations. All eligible students take the TIMSS and PIRLS tests. Students take CAT4 tests in Years 2, 6 and 8. Students in Years 5 to 7 take the Arabic ABT, PT English, PT mathematics and PT science progress test are taken by students in Years 4 to 7. Students also take the NGRT tests in Year 5 to measure progress in reading. External tests are used to benchmark achievements against national and international standards.
- Staff are aware of the testing processes for their subjects and there is a very detailed plan that includes how students prepare for the different external tests. Typical test questions are included in lessons. There are software packages used by students to practise for the tests.



- Students use information from these tests to set targets for themselves in the core subjects.
- All results are shared with the students and emailed to parents. These are also recorded in their home-school diaries.

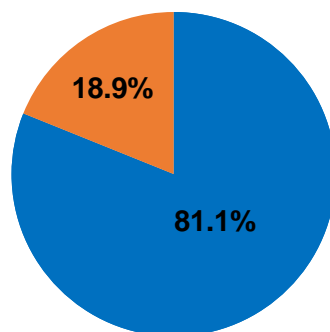
### Provision for KG

- There are 11 teachers, 4 teaching assistants and 4 nannies. The ratio of teachers to students is 1:21.
- The Phase 1 classroom environment supports learning and celebrates children's achievements. An indoor learning centre is used as an extension to the classrooms. Resources include a small reading area, manipulatives, resources for fine motor and language development to help children consolidate their learning and a small area for books.
- The outside area includes sand and water play, a slide, tricycles, a sensory path and a balance board. There is a garden where children plant flowers which they look after and water.
- Children are assessed on entry in English, mathematics and their motor skills. Parents and children are invited before the academic year to visit Phase 1. In week one, a profile of the teacher is sent home and in the second week there is a parent and teacher meeting. There are follow up meetings to update and offer support for parents should this be required.

## VIEWS OF PARENTS

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

No. of Responses = 424



■ Strongly Agree / Agree  
■ Strongly Disagree / Disagree



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve achievement in all subjects and particularly English and mathematics in Phase 2 by:
  - ensuring students have time to think, talk and plan before writing creatively.
  - giving children and students more opportunities to use resources to support their learning, particularly in mathematics.
  - ensuring students use a range of texts in lessons.
  - providing more opportunities for students to ask questions and - engage in meaningful discussions in all subjects.
  - enabling students to assess their learning and improve their work more often.
  - opportunities for children and students to research, find things out for themselves, be creative and initiate their own learning.
- Improve teaching and learning, particularly in lower Phase 2 by:
  - sharing best practice between phases and subjects.
  - making effective use of teaching assistants in Phase 1 and Year 1.
  - adapting the lesson in response to students' prior learning.
  - planning a lesson that gives students enough time to achieve the learning objective and review and improve their work.
  - using questions effectively to deepen students' learning.
  - encouraging students to learn from their mistakes and giving them clear next steps.
- Increase the effectiveness of leaders by:
  - focusing on the progress students make in lessons when monitoring teaching and learning.
  - ensuring the curriculum is adapted so that higher attainers can make the progress of which they are capable.
  - establishing systems to seek the views of parents more often.
  - offering advice to students about the next phase of their education and career pathways.



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.