



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**IBN SEENA ENGLISH HIGH
SCHOOL**

17-20 OCTOBER, 2022

Overall Effectiveness

ACCEPTABLE





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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

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

- visits to lessons in Arabic, Islamic education, UAE social studies, English, mathematics and science, and other subjects, including lessons reviewed jointly with senior leaders of the school;
- reviewing important documents such as school self-evaluation form, students' attainment data, 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	110	
	School location	Shahba, Sharjah	
	Establishment date	1978	
	Language of instruction	English	
	School curriculum	British	
	Accreditation body		
	Examination Board	Edexcel	
	National Agenda Benchmark Tests/ International assessment	IGCSE; A-Level; PISA; TIMSS; GL Progress Tests; CAT4	
	Fee range	AED5,300 – AED 10,500	
	Principal	Mrs Farahnaz Cyrus Soonawala	
	Chair of Board of Governors	Mrs Fatima Mamoon	
Staff	Total number of teachers	90	
	Total number of teaching assistants	5	
	Turnover rate	23%	
	Main nationality of teachers	Indian	
	Teacher: student ratio	1:19	
	Students	Total number of students	1734
		Number of Emirati students	0
		KG: number and gender	166 female: 176 male
		Primary: number and gender	413 female: 414 male
		Middle: number and gender	201 female: 232 male
		High: number and gender	65 female: 67 male
Nationality groups		1. Pakistani 2. Bangladeshi	
Total number of students with special educational needs		3	

PROGRESS JOURNEY

Previous Inspection:	Current Review:
ACCEPTABLE	ACCEPTABLE

School Performance Review of IBN SEENA ENGLISH HIGH SCHOOL
17-20 October, 2022



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of six reviewers' 168 lesson observations, 34 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is Acceptable. This is the same as the previous review visit. While improvements are evident in some subjects and phases, students' achievement remains acceptable overall because the majority of students are in Phase 2 where teaching, learning and assessment are acceptable. Arrangements for students' health and safety, and safeguarding, have improved and are now good. The premises are dated but well maintained. The provision for students' care and support is now acceptable. Leadership and management remain acceptable overall. The principal has a clear vision and has set a good strategic direction for the school, but this is not shared by all the senior leadership team.

KEY AREAS OF STRENGTH:

- The improvements in students' achievement in most subjects, particularly in science in phase 1, Islamic education, English, mathematics and science, which are now good in phases 3 and 4, and social studies which is good in phases 2 and 3.
- The arrangements for the protection, care and guidance for students, particularly for keeping students safe and secure in school, which have improved and are now good.
- The leadership of the principal, which has had a positive impact on improving important areas of the school's provision.
- The governing body's vision and commitment and partnerships between the school and parents.

KEY AREAS FOR IMPROVEMENT:

- The achievement of students overall, particularly in phases 1 and 2, and in Arabic in phases 2, 3 and 4.
- The implementation of more effective teaching and learning strategies to better meet the range of students' learning needs in all phases.
- The development of a more cohesive whole-school approach to management and development planning and implementation of more consistent agreed priorities.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Acceptable

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	NA	Good	Good	Good
	Progress	NA	Good	Good	Good
Arabic (as a First Language)	Attainment	NA	NA	NA	NA
	Progress	NA	NA	NA	NA
Arabic (as an additional Language)	Attainment	NA	Acceptable	Acceptable	Acceptable
	Progress	NA	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	NA	Good	Good	NA
	Progress	NA	Good	Good	NA
English	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Acceptable	Acceptable	Good	Good
Mathematics	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Acceptable	Acceptable	Good	Good
Science	Attainment	Good	Acceptable	Good	Good
	Progress	Good	Acceptable	Good	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Good	Good



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good overall in phases 2, 3 and 4. Islamic education is not taught in phase 1. In lessons and in their work, the majority of students make good progress in phases 2, 3 and 4. This does not match with the school's internal data which shows students in phase 2 make very good progress and phase 3 and 4 students make outstanding progress.• Internal assessment and MOE examination data for Year 13 show attainment as outstanding. This is not seen in lessons and in students' books where, overall, the majority of students attain above curriculum standards.• The majority of students make good progress. In phase 2, most students learn to identify Islamic manners. In phases 3 and 4, most students have a good understanding of Islamic etiquettes. These are reflected in their behaviour for learning and in their ability to interpret the meaning of Holy Qur'an verses linking them to real-life contexts. Most students across the three phases make acceptable progress in developing skills to recite the Holy Qur'an with Tajweed rules, but these skills are not well developed.• Overall, the majority of groups of students make better than expected progress, however the school data indicates that girls generally make better progress than boys.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of the general meaning of Holy Qur'an verses.• Students' understanding of the impact of Islamic values on their life.	<ul style="list-style-type: none">• Students' application of Tajweed rules when reciting verses from the Holy Qur'an.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic second language (SL) is acceptable in phases 2, 3 and 4. Arabic (SL) is not taught in phase 1. In lessons and in their work, most students make acceptable progress in the three phases. This does not match with the school's internal data which shows very good attainment in phase 2 and good in phases 3 and 4.• Internal assessment and MOE examination data for phases 2, 3 and 4 show attainment as outstanding. In lessons and in students' books, most students attain in line with curriculum standards.• Most students make acceptable progress. In phase 2, students learn to read aloud clearly, and talk about personal topics. They write simple sentences to re-tell stories. Phase 3 students read and extract key points in descriptive and narrative paragraphs. They write separate sentences to describe their favourite hobbies and places. Most students in phase 3 make acceptable progress in developing listening, reading and speaking skills. They listen and answer pre-listening questions on audio content. They read and can find out the key information in texts. Students' writing skills are less well-developed in all three phases.• Most groups of students make expected progress. Higher-attaining students do not progress as well as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' listening skills in all phases.• Students' reading comprehension skills in all phases.	<ul style="list-style-type: none">• Students' fluency in speaking and reading in all phases.• Students' writing skills, particularly in phases 3 and 4.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good in phase 2 and 3. Social studies is not taught in phases 1 and 4. Internal assessment data show outstanding attainment in both phases. In lessons and in their work, the majority of students make above the expected progress.• Internal assessment and MOE examination data for phase 2 and 3 indicate outstanding attainment. In lessons and in students' work, however, the majority of students attain above curriculum standards.• The majority of students in phases 2 and 3 make good progress. Phase 2 students progress in their understanding of subject-related concepts, terms and values. They develop a deeper understanding of environmental issues, such as the scarcity of water resources in some parts of the world. Their ability to link this to the environment and culture of the UAE is more limited. Phase 3 students develop a deeper understanding of civilizations, for example the Ethiopian and Egyptian civilizations. They are less secure when discussing the causes of global warming.• The majority of groups of students make above the expected progress. Higher-attaining students do not progress as well as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of subject-related terms and concepts.• Students' knowledge of the features of old civilizations.	<ul style="list-style-type: none">• Phase 2 students' knowledge and understanding of the environment and culture of the UAE.• Phase 3 students' understanding of the causes and effects of global warming.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. It is acceptable in phases 1 and 2, and good in phases 3 and 4. Most students make expected progress in lessons and over time in phases 1 and 2. In phases 3 and 4, students make better than expected progress.• Attainment overall is acceptable; it is good in phases 3 and 4. Internal assessment data indicates that students' attainment in phase 2 and the lower year groups in phase 3 is good overall but weak in the higher year groups. External GL examination data also indicates good attainment overall in the upper end of phase 2 and lower years of phase 3. The IGCSE examination outcomes are outstanding. In lessons and their work, students' attainment is acceptable in phases 1 and 2 and good in phases 3 and 4.• In phase 1, children learn to speak using phonic sounds to break down words and build on them to create full sentences. Their speaking and writing skills show errors in grammar conventions. Most students in phase 2 make acceptable progress in developing speaking, listening and reading skills in line with curriculum standards. Their speaking and writing skills also show errors in grammar conventions. In phases 3 and 4, students develop speaking, listening, reading and writing skills. They can read and comprehend texts and develop skills to speak confidently when expressing their ideas, particularly in debates and with playscripts. Students' extended writing skills are less well developed in phase 2. They are unable to sustain their writing as they lack creative ideas. In phases 3 and 4, students write more confidently.• Overall, most groups of students make expected progress. Higher-attaining students make more progress in phases 3 and 4.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' speaking skills and the use of tone and articulation in discussions and debates.• Students' ability to write extensively and for meaning and relevant audiences.	<ul style="list-style-type: none">• Younger students' reading and writing skills.• Students' creative writing in phase 2.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall; achievement is good in phases 2 and 3. Internal assessment indicates that student attainment is good in phases 2 and 3 but weak in phase 4. Most students make expected progress in lessons and over time in phases 1 and 2; the majority make good progress in phases 3 and 4.• External GL assessments in the upper year groups of phases 2 and 3 indicate students' attainment is good. IGCSE examination outcomes are outstanding.• Lesson observation and analysis of students' workbooks confirms that most students' attainment is in line with curriculum standards. Phase 1 children and students in the early years of phase 2 engage in practical activities which consolidate their mathematical understanding but, in general, these opportunities are insufficient for them to develop adequately their basic number facts. Students' mathematical reasoning skills are underdeveloped in the earlier years. Older students in phase 3 develop their knowledge of angle facts in a triangle and use vocabulary such as 'isosceles' and 'equilateral triangle' accurately applying these to real-life contexts. Phase 4 students have secure formulating and interpretation skills. For example, they can solve quadratic equations confidently and describe the relationship between the equation and graph of a quadratic equation.• All groups of students make the expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' use of precise mathematical vocabulary.• Students' ability to solve problems.	<ul style="list-style-type: none">• Students' ability to reason mathematically, particularly in phase 2.• Younger students' basic number facts.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. It is acceptable in phase 2, and good in phases 1, 3 and 4. In lessons and over time, progress is acceptable in phase 2 and good in phases 1, 3 and 4.• Attainment is acceptable overall. Internal data indicates attainment is very good in phase 2, and outstanding in phases 3 and 4. There is no phase 1 data. The GL examination results are acceptable overall. The IGCSE examination results for biology, physics and chemistry are outstanding. The trend in attainment in external and internal assessments is acceptable. In lessons and in their work, the majority of students attain above curriculum standards in phases 1, 3 and 4. However, most students attain in line with curriculum standards in phase 2.• In lessons, phase 1 children demonstrate developing observation and inquiry skills as they investigate the properties of materials. Phase 2 students develop adequate theoretical knowledge, drawing labelled diagrams and tables to record what they learn; their investigative skills are less well-developed because they are not given enough opportunities to handle equipment. Phase 3 students show increasing confidence in communicating scientific ideas and, by year 8, can present their findings of group investigations. Phase 4 students confidently perform experiments, but these skills are not as well-developed in other phases. Their skills to write scientific reports and to think of ideas to apply findings or improve experiments are less well-developed in phases 3 and 4. Students frequently make connections between science and the real world.• All groups of students make the expected progress overall, but the higher-attaining students are not consistently extended, particularly in phase 2.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' observation and inquiry skills in phase 1 and knowledge of the scientific method in phase 2.• Students' theoretical understanding of science concepts, especially in phases 2, 3 and 4.	<ul style="list-style-type: none">• Students' ability to handle equipment and practical investigative skills, especially in phase 2.• Students' writing of age-appropriate scientific reports in phases 3 and 4.



Other subjects	<ul style="list-style-type: none">Students' achievement in other subjects is acceptable overall. Progress over time and in lessons is acceptable.In lessons and their work, students' attainment is acceptable overall. No internal assessment data is available for phase 1 or for art, music and PE across the school. Internal data for history and geography in phases 2 and 3 indicate good student attainment with history being outstanding in phase 3. Attainment of students in ICT is acceptable in phases 3 and 4. Attainment in accounting is acceptable in phase 3 but weak in phase 4; economics is good in phase 3 and acceptable in phase 4 and business studies is weak in phase 3. External IGCSE examination results for history, ICT and economics are outstanding; results for business studies are very good and weak for accounting. In lessons and in their work, students' attainment is acceptable overall.In art, the younger children in Phase 1 know their colours and can complete simple colouring tasks accurately. As they move through the school, students do not use a wide range of media to develop their skills. Children in phase 1 sing tunefully in music lessons and have learned a good range of songs and rhymes. Students in the early years of phase 2 do not develop their musical skills by learning to play a range of musical instruments. In history in a phase 3 lesson, students critically analyse the work of Dr Martin Luther King and debate the extent to which his dream had been realised. In Year 9 economics, students present data accurately in graphical form to illustrate the demand curve. Year 10 business studies students apply their mathematical skills to calculate the impact of falling and rising exchange rates on countries' economies. In ICT, students apply their mathematical knowledge when working on spreadsheets. In PE Year 8, students develop their soft ball and football skills progressively.All groups of students make expected progress.	
	Areas of Strengths	Areas for Improvements
	<ul style="list-style-type: none">Students' application of mathematical skills in economics.Students' critical thinking skills in history.	<ul style="list-style-type: none">Students' playing of a variety of musical instruments.Students' creativity and imagination in art, using a range of media.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are acceptable overall. They are good in phases 3 and 4.• Students enjoy learning and display positive attitudes. They are aware of what they have learned and how they can progress. Older students are taking increased responsibility for their own learning although there is an over-reliance on their textbooks.• Students can work productively in groups. Interaction and collaboration are less developed in phases 1 and 2. Students in all years can communicate their learning clearly. They are confident speakers.• Students generally make connections between their areas of learning, for example in economics and business studies, and they can apply their learning to their understanding of the world.• Older students can find things out for themselves whilst younger ones conduct basic research, for example in science. Critical thinking skills are developing quicker in phases 3 and 4. For example, Year 11 history students applied their critical thinking skills well when discussing the civil rights movement. Students make little use of learning technologies across the school.	
	Areas of Strengths	Areas for Improvements
	<ul style="list-style-type: none">• Students' positive attitudes towards learning.• Students' communication skills.	<ul style="list-style-type: none">• Students' critical thinking skills in phases 1 and 2.• Students' use of learning technologies.



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

Indicators:	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">Students' personal and social development and innovation skills are good overall. Students' innovation skills are acceptable.Throughout the school, students display positive attitudes to their learning and school activities. They come to lessons ready to learn. Behaviour and relationships throughout the school are very good. Students are sensitive to the needs of other students. Bullying is very rare.Students have a good understanding of healthy lifestyles and make appropriate choices; for example, when deciding what to bring to school to eat at break time.Attendance overall is weak at 90%. Students are very punctual to school and lessons.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">Students have a very good understanding of how Islamic values influence UAE society.Students appreciate the heritage and culture of the UAE. They can discuss confidently aspects of history and literature.Students' knowledge of other world cultures is less well developed.				
Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none">Students have a good understanding of their responsibilities in the community. The School Council leads initiatives in the local community including visits to homes for the elderly and labour camps.Students have a positive work ethic. Innovation and enterprise skills in lessons are less well developed, and students lack confidence in presenting their own initiatives and ideas.Students understand the importance of environmental conservation in the wider world and take part in local conservation projects regularly.				
Areas of Strength:				



- Students' positive behaviour and attitudes across all phases.
- Students' respect for the role and values of Islam.

Areas for Improvement:

- Students' attendance.
- Students' innovation and enterprise skills.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Good	Good
<ul style="list-style-type: none">Overall, the quality of teaching and assessment is acceptable. The quality of teaching in phases 3 and 4 is good.Teachers have a secure knowledge of the subjects they teach. Recent strategies introduced through professional development have yet to make a significant impact on student learning. Most lessons are teacher-led. Teachers in Phase 1 are less secure in the specific teaching strategies needed in the foundation stage and most classrooms are not designed to provide a rich learning environment suited to very young children. In general, children are provided with insufficient opportunities to experiment, explore and make decisions for themselves. In phase 2, lessons are largely teacher-led with an over-reliance on textbooks.Teachers plan purposeful lessons making effective use of time and the resources available. However, they do not adapt lesson plans and activities based on assessment data to promote accelerated learning for higher-attaining students or to support the lower-attaining students.Teachers' interactions with students are positive and supportive. Questioning and dialogue engage students in meaningful discussions, particularly in phases 3 and 4. In phase 2, while questions encourage students' involvement in lessons, they rarely require students to critically or analyse information, and are not sufficiently challenging to draw insightful responses.Older students demonstrate their ability to think critically and solve problems in the majority of subjects. Phase 3 and 4 teachers develop students' independent learning skills and promote their research skills, although they do not use a wide range of sources and often rely on textbooks.				
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Internal assessment processes are coherent and well organised. Analysis of assessment data takes place but is still underdeveloped. Externally benchmarked attainment data is not yet effectively used to influence teaching. The use of assessment data to influence teaching is stronger in English and allows for differentiated activities to support the range of learners.Teachers have reasonable knowledge of the strengths and weaknesses of students but often fail to follow-up in class with appropriate targeted support. Students' work is regularly marked but the use of the school's system for promoting improvement is inconsistent.				
Areas of Strength:				
<ul style="list-style-type: none">Teachers' secure subject knowledge.Teacher/student interactions which are supportive of learning, particularly in phases 3 and 4.				



Areas for Improvement:

- Use of assessment outcomes to adapt lessons, particularly in phase 2.
- Teachers' knowledge of how to create spaces and resources in phase 1 that allows children to experiment, explore and discover.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The overall quality of curriculum design, implementation and adaptation is acceptable. The curriculum is broad and balanced and has a sound rationale based on the National English Curriculum for core subjects and the Ministry of Education curriculum for Arabic-medium subjects. All statutory requirements are met. Implementation is adequate throughout the phases but does not always develop students' skills sufficiently in phase 1 and the younger phase 2 students.In phase 3, students have a choice of pathways in science or humanities subjects. Curriculum planning ensures adequate continuity and progression between the different level phases. It builds on prior learning and meets most students' needs, particularly in the higher phases.Cross-curricular links are planned and integrated into lessons. This helps students link areas of learning and relate their studies to the wider world. Regular curriculum reviews identify development priorities and are linked to continuous professional development.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The school makes a few modifications to the curriculum to meet the needs of most groups of students. The needs of students of determination are met well. Adaptations and modifications to the taught curriculum are not yet supporting students' innovation, enterprise and independent learning skills, particularly in phase 2.There are adequate opportunities for enterprise innovation, creativity, and social contributions. There is a range of extracurricular activities and community link activities to enrich the curriculum. Appropriate learning experiences are provided to develop students' understanding of the UAE's culture and society.				
Areas of Strength:				
<ul style="list-style-type: none">Curriculum pathway choices provided in phase 3.Cross-curricular links in learning especially to Islamic values, and Emirati heritage and culture.				
Areas for Improvement:				
<ul style="list-style-type: none">Modification of the curriculum to meet the needs of students in the lower phases.				



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
<ul style="list-style-type: none"> The protection, care, guidance, and support of students is good overall, but care and support is acceptable. Safeguarding and child protection policies are effective, with few incidents recorded. Staff receive regular policy updates, and parents and students know who to contact about concerns. School facilities are clean, and the school environment is safe, secure, and litter free. Safety is paramount, with regular hazard checks and contracted security specialists. Supervision is effective. The arrangements for students travelling to and from school by buses and cars are well-managed. The facilities are not modern, but they are well-maintained and fit for purpose. There is no lift, but students with mobility issues are supported by the school timetabling classes on the ground floor. The school's promotion of a safe and healthy lifestyle is integrated into other areas of learning with teachers supporting the nurses' promotion of healthy eating, fitness, and mental well-being. Obese students have individualized weight-loss programmes. 				
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Staff have positive and purposeful relationships with all students. Behaviour management systems are very effective. The school has systems to manage attendance and punctuality. While punctuality is very good, attendance is weak. The school is not yet effective in promoting the importance of regular attendance. The school has adequate systems to identify students with special educational needs (SEN) and the gifted and talented (G&T). While in-class support for SEN is appropriate, provision for G&T students is less evident in lessons. G&T students are extended through a wide range of extra-curricular activities. The guidance and support for all students is adequate. Homeroom teachers and themed surveys monitor students' well-being and personal development. Specialist careers services are supported by visits to local universities and career talks. 				
Areas of Strength:				



- Staff and student relationships.
- Behaviour management.

Areas for Improvement:

- The identification of G&T students and provision within lessons.
- The promotion of the importance of school attendance.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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

- Overall, the quality of the leadership in the school is acceptable. The principal has a clear vision for the school and sets a clear strategic direction. Under her direction, the senior team work effectively to ensure that the vision is shared and delivered by the school community. Senior leaders are committed to delivering the UAE national priorities and creating an inclusive school. Most of the leadership team have a secure understanding of the curriculum and best practice in teaching, learning and assessment and how to bring about improvement. However, they currently operate within their own sections and do not always demonstrate a holistic view of the school nor work together as a cohesive team. Relationships and morale throughout the school are good.
- Senior leaders understand that improvement in key areas is required, and some aspects of the school's provision have improved, while other important areas of improvement have yet to be addressed fully.
- The school's self-evaluation and school improvement procedures are acceptable overall. The self-evaluation process includes regular classroom observations. Whilst this is a positive start in creating a culture of monitoring and evaluation, the observations are not focused clearly enough on the students' learning and outcomes in lessons. The school development plan has relevant targets, but these are not focused sharply enough nor linked to student outcomes in lessons and the analyses of external assessment data.
- The school is successful in engaging parents in supporting their children's learning. The regular parents' meetings are well attended. Parents' views are gathered through regular surveys which help to inform school policy and practice. Strategies used by the school for communicating with parents, including the use of social media and the school web-based portal, ensure they are well-informed about their children's progress. The school has productive links with the local community including local businesses.
- The Governing body, including the owner, meets regularly and includes representatives of the school and local community. Governors have good access to information on students' achievements and have an increasing influence on the school's overall performance.



- Most aspects of the day-to-day management of the school are well-organised and efficient. The school is adequately staffed, most of whom are well-qualified. Staff benefit from professional development and use the resources available to them to promote acceptable academic and personal development for students. The premises are dated but well maintained. Resources are generally sufficient to support adequate teaching and learning.

Areas of Strength:

- The vision for school improvement of the principal.
- Communication and reporting to the parents.

Areas for Improvement:

- The role of the senior leaders in leading learning.
- Whole-school engagement with the processes of self-evaluation and improvement planning.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The adult: student ratio in Arabic is 1:155. In lessons, the teacher: student ratio is 1:19.
- The school library contains 400 books to support reading in Arabic. Of these approximately half are fiction with the other half being non-fiction. Prior to the pandemic the library was accessible to students during their break time and after school and detailed records were maintained of the names of students and the books that they borrowed. It has not been open since the pandemic restrictions were introduced.
- Every classroom has a class library with 30 books in Arabic which students can borrow and read. There is no school librarian, but teachers of Arabic encourage students to read books and other material in Arabic on-line. Students are assigned a story book a month to read on-line. The teachers ensure that the books in the class libraries and the resources the students access on-line are appropriate for the students' age and ability.
- Whilst the school has a 'Mom and Me' library where mothers come to school to read to the students the reading materials are only in English.

The school's use of external benchmarking data

- The school enters all students in the year groups for which assessments are available for the CAT4 baseline assessments and GL assessments in English, mathematics and science. Older students are entered for IGCSE examinations provided by Edexcel, 98% of the cohort are entered for nine IGCSEs at the end of Year 11. A smaller number of students entered for A-level examinations after studying the course for one year at the end of their Year 12.
- Other external international assessments include TIMSS and PISA. 32% of Year 5 students and 40% of Year 9 were entered for TIMSS in 2018. All Year 5 students were entered for the 2022 PISA assessments.
- Teachers have received training on the assessments through access to webinars provided by external agencies. Teachers prepare their lessons taking the nature of the assessment questions into consideration and subsequently adapt their internal assessment to reflect the type of questions that would appear in the external assessment. Students who have difficulty with the assessment are provided with extracurricular additional support.
- Parents are informed about the tests through monthly parent/teacher meetings as well as through the school portal about the tests and their importance both to the school and to the National priorities. Section supervisors issues a copy of the students' results to the class teachers who pass this on to the parents and students via email.

Provision for KG

- There are eight classes in the Foundation Stage (FS2). Each accommodates 25 children with a teacher: child ratio of 1:25. The classroom assistant: child ratio is 1:40. The five assistants are deployed according to the specific lessons being taught. A specialist teacher delivers the music element of the curriculum.
- Indoor learning resources include: projectors, speakers, indoor playroom, workstation resources, stationery and a separate resource box for each student. There is a mini-library in

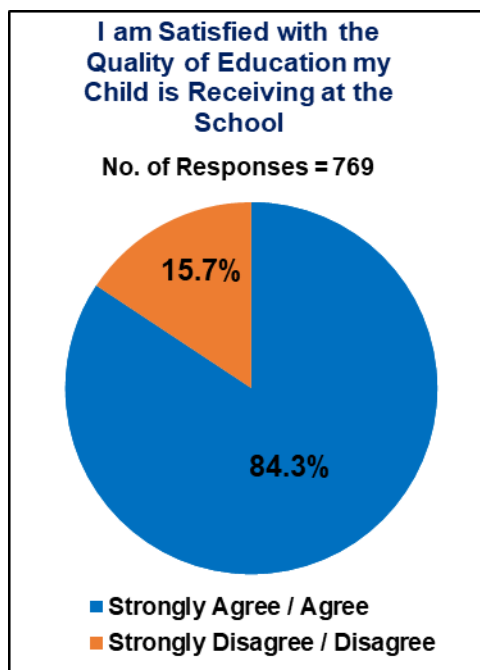


each class for reading time. These are arranged systematically to support the specific areas of the FS2 curriculum.

- Resources to support outdoor learning include: access to the school gym and a dedicated playground for the FS2 children and the younger students in phase 2. Children also use a grassed football pitch and vegetable garden.
- At the beginning of the year, FS2 children are welcomed by their class teachers in their new environment. When children move from FS2 into Year 1 their former FS teacher visits them periodically to ensure they are well settled in their new class.
- An orientation programme is held for all parents of FS children by the class teacher at the beginning of the academic year, during which the parents meet the class teacher, primary supervisor and a member of the SLT.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve the achievement of students overall particularly in phase 1 and 2, and in Arabic (SL) in phases 2, 3 and 4 by:
 - improving the quality of teaching overall with a clear focus on improving the provision in phase 2
 - ensuring teachers' lesson plans are implemented across all classes and further developed to include more detail on how the learning needs of the gifted and talented (G&T) students and those who need additional support will be met, and to ensure these are implemented consistently
 - teachers developing and using questioning strategies that require students to give extended responses in lessons to promote their language and critical thinking skills
 - reviewing how the students' independent learning and collaboration skills are developed systematically and include them, where appropriate, more consistently within the teachers' lesson planning



- improving the students' research skills using a range of sources, including digital technology, and providing more opportunities for them to present their work to the class
- teachers, and senior leaders, using assessment outcomes more systematically to track the progress of individual students and groups of students over time
- using more effective teachers to provide peer support for teachers whose practice is less effective
- improving students' attendance.
- Implement more effective teaching and learning strategies to better meet the range of students' learning needs in all phases by:
 - meeting the individual needs of all learners more consistently within lessons, particularly the lower and higher-attaining students - providing teachers with professional development on effective strategies for differentiating lessons to meet students' learning needs within the classroom
 - improving teacher knowledge of how to create spaces and resources in the phase 1 classrooms that allow children to experiment, explore and discover things around their environment
 - implementing strategies to promote the students' innovation skills in lessons across the school
 - ensuring assessment data provides a personalized learning pathway that meets the needs of all students.
- Develop a more cohesive whole-school approach to management and development planning and implement more consistent agreed priorities by:
 - reviewing the roles and responsibilities of the senior leadership team to ensure all have a clear responsibility for leading learning
 - providing training for all leaders on effective procedures for monitoring and evaluating the school's provision for students, particularly within lessons
 - linking procedures for monitoring the effectiveness of teaching more explicitly to learning outcomes for students and groups of students in lessons



- using the analysis of assessment outcomes and the outcomes of classroom observations of students' achievement to inform detailed improvement planning for subjects
- enhancing the school development plans by adding more detailed action plans for all subjects with clear targets for improvement.

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

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

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

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