



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

AL RESALAH INTERNATIONAL SCHOOL OF
SCIENCE

27 February - 2 March 2023

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



SCHOOL INFORMATION

School	School ID	185	
	School location	Al Azra, Sharjah	
	Establishment date	15/03/2004	
	Language of instruction	English	
	School curriculum	American	
	Accreditation body	Cognia	
	Examination Board	AP College Board	
	National Agenda Benchmark Tests/ International assessment	PISA, TIMSS, PIRLS, CAT4, EmSAT, MAP, IBT, SAT, AP	
	Fee range	AED 14,350 to 29,350	
	Staff	Principal	Ms. Huda Al Samkari
		Chair of Board of Governors	Ms. Sadia Wajid
Total number of teachers		95	
Total number of teaching assistants		13	
Turnover rate		11%	
Main nationality of teachers		Egyptian	
Students	Teacher: student ratio	1:13	
	Total number of students	1333	
	Number of Emirati students	988	
	Phase 1: number and gender	Total 163: Boys 87, Girls 76	
	Phase 2: number and gender	Total 439: Boys 237, Girls 202	
	Phase 3: number and gender	Total 283: Boys 164, Girls 119	
	Phase 4: number and gender	Total 448: Boys 227, Girls 221	
	Nationality groups	1. Egyptian 2. Jordanian	
	Total number of students with special educational needs	58	

PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
WEAK	ACCEPTABLE



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of six reviewers' 168 lesson observations, 44 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 an improvement since the previous inspection rating in 2018 which was weak. Students' achievement has improved in almost all subjects in Phases 2 and 3, has improved to good in Phase 4, and remains good in Phase 1. Students' personal development has improved to good. All students demonstrate a good understanding of Islamic values and UAE culture, and Emirati students take pride in their national identity. The quality of teaching has improved to acceptable overall, remains good in Phase 1 and has improved to good in Phase 4. Curriculum design and modification have improved to acceptable overall, although this is an area for further development. Health and safety, including child protection and safeguarding, has improved to good. Care and support have improved to good. Students of determination are well supported but high-attainers do not always make as much progress as they could. The principal, who has been in post since September, has improved relationships and communication with parents. Leadership has improved and is now acceptable overall, although some senior and middle leaders who have been recently promoted into their roles, as well as a few established middle leaders, require training and support. Governance is now acceptable overall. The owners have improved many aspects of the school which have had a direct impact on improved outcomes for students. The learning environment is good, with well-equipped science laboratories, ICT suites, indoor gymnasiums, and a library. However, a few classrooms are small, and parts of the building require updating.

KEY AREAS OF STRENGTH:

- Improvements in students' achievement in almost all subjects.
- Students' understanding of Islamic values, Emirati culture and society.
- Improvements to teaching, particularly in Phase 4 and in science.
- The inclusive ethos and the care and support for students.
- Communication with parents to involve them as partners in their children's learning.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement, particularly in Phases 2 and 3.
- The quality and consistency of teaching and learning across the school.
- Modification of the curriculum to meet the needs of all groups of students.
- The effectiveness of middle leaders.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Acceptable.

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is good overall. The school's internal assessment data shows that students make outstanding progress in Phases 2, 3 and 4. This does not match that seen in lessons and in students' work, where the majority of students make above expected progress in each phase.• The school's internal data indicates outstanding attainment in Phases 2, 3 and 4. This does not match with that seen in lessons and in students' work, where the majority of students attain above curriculum standards. There is no external data for Islamic education.• Overall, students make good progress in Islamic Education. In Phase 2, students show a clear understanding of Islamic principles. They can discuss the importance of compassion between people and its impact on society. They understand the prophetic approach in the Noble Hadeeth and can extract the characteristics of believers in Islam. However, in Phase 2, students' individual recitation skills and their deep understanding of the meaning of the verses is less secure. In Phase 3, students deduce Islamic values about food through verses from the Holy Qur'an. In Phase 4, students understand Islamic laws, such as those for marriage. They can discuss anti-adultery measures. However, their comparisons between punishments of different categories of adulterers are less well developed. The majority of students in Phases 2, 3 and 4 can identify different Tajweed rules from verses in the Holy Qur'an.• The majority of groups of students make better than expected progress. At times, high-attaining students do not make as much progress as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of Islamic principles in Phases 2 and 3.• Students' understanding of Islamic laws in Phase 4.	<ul style="list-style-type: none">• Phases 2 students' individual recitation skills using correct Tajweed rules.• Phase 4 students' comparisons of different punishments in Islam.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic as first language (AFL) is good overall. It is acceptable in Phase 2. Students' achievement in Arabic as a second language (ASL) is good overall but acceptable in Phase 4. The school's internal data for both subjects indicate outstanding progress. This does not match with that seen in lessons and in students' work, where the majority of students in AFL make progress which is above curriculum expectations in Phases 3 and 4, and most students make progress in line with expectations in Phase 2. In ASL, lessons and students' work indicate good progress in Phases 2 and 3, and acceptable progress in Phase 4.The school's internal data for both subjects indicate outstanding attainment. This does not match with that seen in lessons and in students' work, where the majority of students reach levels of attainment which are above curriculum standards in both subjects, except in Phase 2 for AFL and in Phase 4 for ASL, where most students reach levels of attainment which are in line with curriculum standards. External IBT data indicates attainment in AFL is weak in Phase 2, very good in Phase 3 and good in Phase 4. Only a small minority of ASL students sat IBT exams.Overall, students make good progress in AFL and ASL. In AFL, Phase 2 students demonstrate adequate speaking and listening skills. Most students read fluently and communicate their ideas using standard Arabic. Their writing skills and using correct punctuation is less well developed. In Phases 3 and 4, students read a range of literary texts, infer meanings and summarise the main ideas. Students write short paragraphs using correct grammatical rules. In ASL, students in Phases 2 and 3 speak fluently in class discussions. They demonstrate good comprehension, reading and listening skills, inferring ideas from a range of texts. In Phase 4, most ASL students can read fluently using standard Arabic. However, their communication skills and extended writing skills are less developed.The majority of groups of students make better than expected progress overall. At times, high-attaining students do not make as much progress as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">AFL students' reading skills in Phases 3 and 4.ASL students' reading, listening, and speaking skills in Phase 2 and 3.	<ul style="list-style-type: none">Students' extended writing skills using correct punctuation in both ASL and AFL across the phases taught.ASL Phase 4 students' communication skills.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall. The school's internal data shows that students make outstanding progress in Phases 2 and 3. This does not match with that seen in lessons and in students' work, where most students make progress which is in line with curriculum expectations in both phases.• The school's internal data shows that attainment is outstanding in Phases 2 and 3. This does not match with that seen in lessons and in students' work, which shows most students reach levels of attainment which are in line with curriculum standards in both phases. There is no external data for social studies.• Overall, students make acceptable progress in social studies. In Phase 2, most students can discuss the differences between geographical features of the UAE such as plains, mountains and seas and locate these on a map. However, their explanations of the impact of the geographical features on the economy are less well developed. Students know some important historical events, such as the invasion of the Portuguese. However, they do not use a range of primary and secondary sources to deepen their understanding. In Phase 3, most students can discuss aspects of cultural cooperation between the UAE and France for example, including the Louvre in Abu Dhabi. However, their understanding about whether culture bridges communication or causes conflict is less well developed. They understand how ignorance and extremism can be combated and can explain what would happen if ignorance prevailed in the world.• All groups make at least expected progress overall. High-attaining students do not always make as much progress as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge of the geographical features of the UAE in both phases.• Students' understanding of the importance of cultural cooperation between countries in Phase 3.	<ul style="list-style-type: none">• Students' understanding of the impact of geographical features on the economy in both phases.• Students' deeper understanding, using primary and secondary sources in both phases.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. It is good in Phases 1 and 4. The school's internal data indicates good progress in Phase 1 and outstanding progress in all other phases. This does not match with that seen in lessons and students' work, where the majority of students in Phases 1 and 4 make better than expected progress. Most students in Phases 2 and 3 make progress in line with expectations.• The school's internal data indicates good attainment in Phase 1 and outstanding attainment in Phases 2, 3 and 4. This does not match with that seen in lessons and in students' work, where most students reach levels of attainment which are in line with curriculum standards, except in Phase 1, where attainment is good. External MAP data shows that attainment is weak in Phases 2, 3 and 4.• Overall, students make acceptable progress in English. Children in Phase 1 demonstrate good language acquisition. They recognise three-letter and sight words and use these to construct simple sentences. In Phase 2, students compare and contrast pictures, objects and situations. Towards the end of Phase 2, students demonstrate an understanding of cause-and-effect texts and write newspaper articles. However, they do not always paraphrase information that is researched effectively. In Phase 3, most students can analyse characters in a story and define their types. They identify figures of speech like imagery and oxymorons but seldom use these in their writing. Students in Phase 4 write research-based articles and essays in a range of genres, such as argumentative and rhetorical essays. They discuss different types of irony and use their imagination to develop their own ironic situations in a story.• The majority of groups of students make above expected progress in Phases 1 and 4 and most groups make at least the expected progress in Phases 2 and 3. High-attaining students do not always make the progress they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Phase 1 children's language acquisition.• Students' ability to write essays in Phase 4.	<ul style="list-style-type: none">• Students' use of figurative language in writing in Phase 3.• Students' paraphrasing skills in Phase 2.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall. It is good in Phase 1. The school's internal data indicates very good progress in Phase 1, and outstanding progress in the other phases. This does not match with that seen in lessons and in students' work, where most students in Phases 2, 3 and 4 make expected progress. The majority of children in Phase 1 make better than expected progress.• The school's internal data shows that attainment is very good in Phase 1 and outstanding in Phases 2, 3 and 4. This does not match with that seen in lessons and in students' work, which shows most students reach levels of attainment which are in line with curriculum standards in Phases 2, 3 and 4. The majority of children attain above curriculum standards in Phase 1. External MAP data shows that attainment is weak in Phases 2, 3 and 4. AP Calculus data is also weak in Phase 4.• Overall, students make acceptable progress in mathematics. In Phase 1, children can differentiate between 2-D and 3-D shapes and create their own 3-D shapes across a range of activities. In Phase 2, most students use their calculation skills to find missing dimensions in parallelograms and can solve word problems with help. Towards the end of Phase 2, students can use the axis on a graph to determine the co-ordinates of a given point. In Phase 3, students can accurately describe translations and relate them to real-life. Students in Phase 4 can solve velocity and acceleration problems in engineering mathematics. Students in Phases 3 and 4 use formulae to solve equations. However, their interpretation of complex word problems and use of mathematical reasoning is less secure.• All groups of students make at least expected progress overall. High-attaining students do not make as much progress as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's understanding of shape and space in Phase 1.• Students' ability to calculate and apply formulae in Phases 3 and 4.	<ul style="list-style-type: none">• Students' interpretation of word-problems in all phases.• Students' ability to explain their mathematical reasoning in Phases 3 and 4.



Science	<ul style="list-style-type: none">• Students' achievement in science is good overall. The school's internal data shows that students make good progress in Phase 1 and outstanding progress in Phases 2, 3 and 4. This does not fully match with that seen in lessons or in students' work, where the majority of students make progress which is above curriculum expectations across all phases.• The school's internal data shows that attainment is good in Phase 1 and outstanding in other phases. This does not match that seen in lessons and in students' work, which shows that most students in Phases 2, 3 and 4 reach levels of attainment that are in line with curriculum standards. The majority of children in Phase 1 reach levels of attainment which are above curriculum standards. External MAP data show that attainment is weak in Phases 2, 3 and 4. AP data is also weak in Phase 4.• Overall, students make good progress in science. Students demonstrate good knowledge and understanding of physical, life, earth and space sciences. In Phase 1, children can think and communicate in age-appropriate ways, using their scientific knowledge. They can talk about concepts like states of matter and the effects of the sun on the earth's surface. In Phases 2 and 3, students can explain a range of concepts related to forces, energy, gravity and DNA to develop investigative and practical skills. However, their ability to draw conclusions are less well developed. In Phase 4, students generate transverse and longitudinal waves to distinguish between particle and wave motion. In Phases 2, 3 and 4, students' skills of systematic, scientific enquiry are less well developed.• Overall, the majority of groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge and understanding of physical, life, earth and space sciences.• Students' concept knowledge in Phases 1, 2 and 3.	<ul style="list-style-type: none">• Students' skills of systematic enquiry in Phases 2, 3 and 4.• Students' ability to draw conclusions in Phases 2 and 3.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. It is good in Phase 1. The school has no internal data for other subjects. In lessons and in their work, most students make expected progress against curriculum expectations in Phases 2, 3 and 4. A majority of children make better than expected progress in Phase 1.• Students' attainment is acceptable overall but is good in Phase 1. In lessons and in their work, most students in Phases 2, 3 and 4 reach levels of attainment which are in line with curriculum standards. A majority of children in Phase 1 attain above curriculum standards. There is no external data for other subjects.• Overall, children make acceptable progress in other subjects. In Phase 1, children develop a range of skills through Art, craft, pretend play, physical play and the use of devices in integrated learning sessions. Students in Grade 11 learn how to design a stencil. Students' artistic skills are less well developed across all phases in the school. In PE, students in Phases 2, 3 and 4 make acceptable progress in developing balance and ball skills. Phase 4 students in history make acceptable progress in gaining knowledge about World War II, but their skills in using a range of sources of information is limited. In Geography, students understand the importance of landforms, such as the Mississippi river, but they do not interpret a range of evidence and resource material to deepen their understanding and develop their geographic skills. Phase 2 students can demonstrate their programming skills using the Scratch website. By Grade 11, their coding skills enable them to write commands in Python to draw shapes. Phase 4 students engage in discussions that demonstrate their understanding of market structures in Economics.• Overall, all groups make at least expected progress in other subjects. High-attaining students do not always make enough progress.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Children's development through play in Phase 1.• Students' coding skills in Phases 2, 3 and 4.	<ul style="list-style-type: none">• Students' artistic skills and techniques in Phases 2, 3 and 4.• Students' skills in using a range of sources, materials and evidence to deepen their learning in history and geography across the school.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills is acceptable overall. They are good in Phase 1 and 4. Most students have positive attitudes towards their work. Children in Phase 1 enjoy learning and students in Phase 4 take increasing responsibility for their own learning. Students in Phases 2 and 3 can work independently for short periods of time but only rarely take steps to improve their own work.• Students are comfortable working together in groups. They interact and collaborate well in a range of learning situations. However, students do not always understand the importance of listening to each other in order to deepen their learning and engage in meaningful discussions.• Students apply and transfer aspects of their learning to the world beyond the school in all phases. In Phase 1, children make connections through play. Phase 2 students can give examples of conduction and convection in real life. In Phase 3, students discover how Pythagoras' theorem is used by geologists to measure seismic activity. Phase 4 students are able to write a 'problem and solution' essay to conserve water in the UAE, referring to the Terra Pavilion at Expo 2020.• Students' ability to think critically is a developing feature across the school, particularly in Phases 2 and 3. Students across all phases use learning technology for research to support their learning. Their research, independent work and using their own initiative are inconsistent, particularly in Phases 2 and 3. Students' innovation skills and creativity are more evident in projects and club activities than in lessons.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' positive attitudes to learning and the use of learning technology.• Students' interaction and collaboration skills.	<ul style="list-style-type: none">• Students' ability to improve their work.• Students using their initiative and creativity in lessons, particularly in Phases 2 and 3.



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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">• Students' personal and social development and their innovation skills is good overall. Their understanding of Islamic values and awareness of Emirati culture is also good.• Students have positive and responsible attitudes. They demonstrate a growing self-reliance but, occasionally, rely too much on the teacher. Students' behaviour is good in lessons and around the school. Bullying is rare.• Students have good relationships with each other, including those with special educational needs. They respect their teachers and interact positively with them. They are helpful to each other, staff and visitors.• Students make appropriate choices about their own health and safety. They participate in PE as well as activities in clubs, for example where they make their own healthy food. Older girls are less enthusiastic in PE lessons and do not wear appropriate uniform.• Attendance is very good at 96%. However, a minority of students arrive late 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 clear appreciation of how Islamic values influence life in the UAE. They show good understanding about rules, Islamic culture, tolerance and gender boundaries which are related to Islamic concepts and rules. Emirati students take pride in their national identity.• They are knowledgeable about the heritage and culture in the UAE. This is evident in the school environment, in lessons and in murals around the school, created by the students. They participate in a range of cultural activities that promote this such as Flag Day and UAE National Day. Students and parents have created a heritage corner to show the main features of the UAE culture and heritage in each Emirate.• Students demonstrate a clear understanding of other cultures in the school during celebrations such as Global day. Students, staff and parents from different nationalities showcase their own culture and traditions. Their knowledge about other world cultures is also evident in lessons and during clubs, for example, the journalism club where they write articles about world events.				



Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none">• Students are responsible members of the school. They take on leadership roles and often lead assemblies. Student representatives sit on the governing body and make important contributions. They volunteer around the school, for example, planting flowers and trees and contributing to charities such as the Red Crescent.• Students usually enjoy lessons and take part in a number of projects and competitions. During clubs, they express their ideas and creativity. However, they rely too much on their teachers in some lessons.• Students take part in activities to improve the school environment. Younger students plant flowers and trees. Older students successfully grow vegetables, using the hydroponics method in a greenhouse. During clubs, students use recycled materials to create games. However, their contribution to the wider community is limited.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' appreciation and understanding of Islamic values and Emirati culture and heritage.• Students' relationships with each other and staff.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' using their own initiative in lessons, and the development of innovation projects.• Students' contribution to the wider community, particularly with environmental projects.				

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Good	Acceptable	Acceptable	Good
<ul style="list-style-type: none">• The overall quality of teaching and assessment is acceptable. Teaching is good in Phases 1 and 4, assessment is good in Phase 1.• Most teachers have a secure knowledge of their subjects and understand how students learn. In better lessons in Phases 1 and 4, they adopt a range of strategies to engage and challenge students.• Teachers use technology to support students' learning in most subjects. In subjects taught in English, they use technology to plan lessons. However, an over-reliance on slide presentations mean that some lessons are teacher-led, and this can inhibit progress. The best use of resources is seen in Phase 1 and in science where students find things out for themselves. Mathematics				



teachers seldom use provided manipulatives to enhance students' learning in Phase 2. In Phases 3 and 4, teachers and students primarily depend on online resources. Lessons are sometimes less productive due to ineffective time management. In most lessons, the learning environment is motivating and includes examples of students' work.

- Teacher-student interactions are positive, especially in Phases 1 and 4. Questioning is mostly used to check students' understanding. In better lessons, questioning promotes deeper learning and leads to meaningful discussions. This is more often the case in Phase 4.
- Teachers recognise the needs of different groups of students, especially in Phase 1. However, elsewhere across the school, teachers rarely modify lessons to provide individual challenge and support.
- Teachers' understanding of critical thinking is inconsistent across the school. Problem solving questions are often left to the end of the lesson. Children in Phase 1 are supported well to develop independence.

Assessment	Good	Acceptable	Acceptable	Acceptable
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- Internal assessment processes are consistent and linked to the curriculum but do not always produce clear, reliable information about students' progress.
- Students participate in a wide range of external benchmarking tests. A new, online assessment system is in place for Phase 1.
- Most teachers analyse and use assessment information adequately to influence teaching but do not adapt their lessons to personalise learning for all groups of students. Assessment is usually used more effectively in this respect in Phase 1.
- Teachers know their students well. However, feedback is not always well-focused. Students are sometimes involved in assessing their own and a peer's learning. However, this is not yet fully embedded in all subjects and phases. Marking does not provide specific and achievable next steps for students. Teachers in Phase 1 have a good knowledge of the children.

Areas of Strength:

- Teacher-student interactions, and teachers' subject knowledge.
- The range and analysis of external benchmarking tests.

Areas for Improvement:

- Strategies to develop critical thinking and student-led learning in lessons.
- Use of assessment in lessons, to meet the needs of all groups of students and provide reliable measures of progress.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The overall quality of the curriculum is acceptable.• The curriculum follows the California Common Core Standards and, more recently, the California Preschool Learning Foundations framework in Phase 1.• The curriculum is aligned to the school's and UAE National vision. It is reasonably broad and balanced. Overall, curriculum planning ensures adequate continuity and progression. It builds on prior learning and meets most students' needs. There is an emphasis on development of knowledge rather than skills. Progression of skills in other subjects is less well developed.• Older students are provided with a range of choices for electives, such as speech and debate, Art and Design and advanced marketing. Weekly clubs have been recently introduced to provide choices for all students to pursue different interests and skills.• Cross-curricular links are planned and integrated into lessons across the school. Links with life in the UAE are a common feature in lessons. Regular reviews to update and align curriculum requirements are carried out.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Overall, curriculum modifications meet the learning needs of most students adequately. Planning takes into consideration the differing needs of students including those with special educational needs. However, implementation varies, and high-attaining students are not always sufficiently challenged in lessons.• Extra-curricular activities include morning clubs with a wide range of activities for all students to pursue their interests. Gardening projects benefit the whole school community. Innovation is promoted through projects and competitions such as one recently organised by the Hamdan Bin Mohammed Smart University where students representing the school won second place. Through 'Merchants' Day' in Phase 1 and 'Business Day' in Phase 4, students develop entrepreneurial skills.• The curriculum supports students' knowledge and understanding of Emirati culture and UAE society, in lessons, clubs, assemblies and celebrations.				
Areas of Strength:				
<ul style="list-style-type: none">• Cross-curricular and links to real life.• Weekly clubs to develop students' interests and talents.				



Areas for Improvement:

- Planned opportunities for enterprise and innovation for all students.
- Curriculum modifications to meet the needs of all students consistently.

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
<ul style="list-style-type: none">• Overall, the protection, care, guidance and support of students is good.• The quality of health and safety arrangements is good.• Safeguarding procedures are effective, training for staff is routine and the child protection policy is shared with all stakeholders. Procedures and systems are effective in keeping students safe, including online.• The school building is dated. However, it provides a safe, hygienic, and secure learning environment. A rolling programme is in place to repair and renew playground surfaces. Safety checks and risk assessments are comprehensive. Arrangements for supervision at the beginning and end of the day are well organised, including on transportation.• There are no lifts to allow access to all areas of the school. However, classes are re-organised on the ground floor and wheelchair access is provided via ramps.• Students' wellbeing is regularly monitored by the school nurses, doctors and the school wellbeing team. Healthy lifestyles are discussed in PE, assemblies, clubs and in lessons.				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">• Staff-student relationships are positive and purposeful. The behaviour policy has recently been updated and shared.• Procedures for improving attendance are effective. Supervisors have recently begun to work closely with parents to improve punctuality, but this requires further improvement.• The identification process for students with special needs (SEN) and those who are gifted and talented (G&T) is led by the school's inclusion lead. CAT4 and MAP assessment information is used, alongside observations in class by specialists where necessary.• Students of determination are supported in class by shadow teachers or offered additional lessons. There is provision for high-attaining and G&T students in MUN debates, innovation				



competitions and clubs. However, the provision in lessons for these students is sometimes insufficient.

- The wellbeing and personal development of all students are routinely monitored by the school's Guidance Counsellor and wellbeing team. Students have access to workshops, work placements and university visits.

Areas of Strength:

- Identification and support of students of determination.
- Career readiness and preparation for older students.

Areas for Improvement:

- Punctuality to school and lessons for some students.
- Support in lessons for high-attaining and G&T students.

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

Acceptable

Management, staffing, facilities and resources

Acceptable

- The overall quality of leadership and management is acceptable.
- The new principal has set a clear, shared vision and strategic plan for the school, after rigorous consultation with all stakeholders. The whole school community demonstrates an inclusive ethos. UAE national priorities are evident in the school's strategic plans and throughout the school environment.
- Leaders have a fundamental knowledge of the US curriculum and best practice in teaching and learning. A number of initiatives, including professional development, have been successful in



raising standards. However, the Vice Principal and a few subject leaders and teachers are new to their roles. This has resulted in some inconsistent practice across the school.

- The new principal has focused on the wellbeing of staff and in establishing good relationships and positive morale. Senior leaders, including the owner, are taking steps to reduce the recent high turnover amongst leaders and staff. There is increased accountability expected from middle leaders, including supervisors.
- Leaders understand how the school needs to improve. The owners and the new principal have been successful in improving key aspects of the school which have resulted in better outcomes for students. Overall, leaders demonstrate sufficient capacity to improve.
- Self-evaluation is collaborative and involves the whole school community. Leaders have outlined priorities and next steps in the school improvement plan. Increased delegation has helped to provide capacity to address key priorities. As a result, the school has shown improvement over time in most key areas.
- Teaching and learning is monitored regularly by senior and middle leaders and focuses on the key priorities. This is helping to raise students' achievement. Although monitoring is linked to the expectations of the UAE framework, it is not yet rigorously implemented across different phases and subjects.
- The principal has improved communication with parents, engaging them as partners in their children's learning. Feedback demonstrates a greatly improved relationship between the school and parents. Weekly meetings with the principal and communication through various online platforms ensure parents are fully informed about school action plans as well as their children's academic, personal and social development. However, reports to parents do not provide sufficient details on students' next steps.
- The school works closely with other local schools to share best practice, particularly in Phase 1. Owners provide educational expertise. Teachers receive training from international providers to support the US curriculum and AP courses. Close links with local universities and other organisations such as civil defence, ensure that older students are well-informed about life beyond school.
- Governors include a wide representation including students, teachers, parents, members of the wider community as well as the owners. School leaders make periodic presentations to the governing board, including about student achievement. Owners meet regularly with the leaders and hold them to account. Owners have a visible presence in the school, including visits to lessons, which helps develop their knowledge about the school. Improved resources and facilities have had a direct impact on raising students' achievement.
- The school day is well-managed, and routines are effective. Most staff are suitably qualified to teach their subjects and receive regular professional training. Well-equipped science laboratories, ICT suites, indoor gymnasiums and a library support students' learning. A few classrooms are small, and parts of the building require updating. Phase 1 benefits from a well-resourced central area and classrooms, as well as a dedicated play area. Resources to develop students' skills in other subjects such as Art, History and Geography are limited. The infrastructure for the safe use of technology across the school has been improved and the use of technology has helped to improve teaching and learning.

Areas of Strength:

- Communication and relationships with parents.



<ul style="list-style-type: none">• Involvement of governors, including the owners.
Areas for Improvement:
<ul style="list-style-type: none">• Increasing the impact and effectiveness of middle leaders.• Monitoring teaching and learning, including the effective use of resources, in relation to students' achievement.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 28 AFL and ASL teachers in the Arabic department, teaching students across the school. The ratio of teachers to students is 1:42.
- The school has a library which holds 450 fiction and 400 non-fiction books. In addition, there are 480 books to support Islamic Education. Students visit the library at least once a week to read and borrow books to take home. Phase 4 students have a dedicated room to read and research.
- Online Arabic reading programs are provided which support students' reading at home and in school. Teachers offer catch-up reading lessons for those who need it.
- Students attend clubs on Wednesday mornings. They can choose from, for example, calligraphy, reading club, the Holy Qur'an or speech and debating club. They take part in the Arab Reading challenge and calligraphy and the Holy Qur'an competitions.

The school's use of external benchmarking data

- Students sit a number of external examinations, which meet UAE requirements.
- In May 2022, 111 students sat the PISA test in reading, mathematics and science and results are pending. Students are currently preparing to sit TIMSS in April 2023. In the academic year 2021-2022, 607 AFL and 20 ASL students sat the IBT examination. In January 2023, 638 students took part in MAP tests in reading, mathematics and science. In November 2022, 387 students took CAT 4 tests.
- Orientation sessions for parents are held to explain external assessments. Reports, including individual CAT 4 reports, are sent to parents through an online platform. Scores are communicated with students. Teachers are trained how to use MAP and CAT4 data in lessons and set targets for students.

Provision for KG

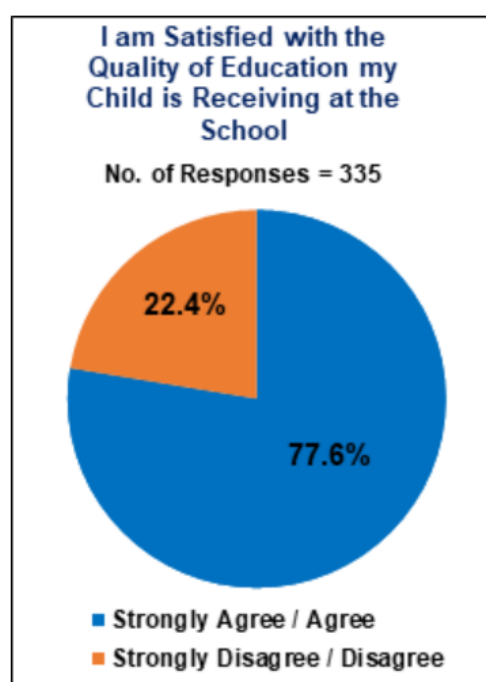
- There are 163 children in KG1 and KG2 supported by 12 teachers and 10 assistants, with a teacher-student ratio of 1:7.
- The central area in the KG is well-resourced. It allows children to develop a variety of skills and to apply what they learn. Classrooms are well-equipped with resources, including technology, to



enhance children's learning, including in Arabic, English, mathematics and science. Outdoor provision includes a play area.

- On admission, children and their parents have an orientation session with the teacher, their peers and to understand the daily routine. US curriculum expectations are shared with parents. The KG leader has recently assumed responsibility for Grade 1 and 2 to ensure continuity.

VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in all subjects, particularly in Phases 2 and 3, by:
 - Using manipulatives to secure understanding of mathematical concepts in Phase 2.
 - Improving students' ability to read and interpret word problems independently in all phases.
 - Teaching students to paraphrase when they use technology for research.
 - Involving students in meaningful checks against their progress when using success criteria and deciding on next steps in their learning.



- Continue to improve teaching and learning, by:
 - Raising teachers' expectations of students' achievement, particularly high-attaining students.
 - Training teachers to use questioning to deepen learning and develop critical thinking in lessons.
 - Ensuring resources are used effectively to develop students' skills as well as knowledge.
 - Using assessment to plan lessons that offer personalised learning.
 - Encouraging students to use their initiative and take more responsibility for their own learning in lessons.
- Adapt the curriculum to support the needs of all groups of students, by:
 - Increasing expertise amongst leaders in modifying the curriculum
 - Planning opportunities for students to problem solve, be creative and use their initiative across the curriculum.
 - Ensuring effective curriculum progression in other subjects such as in art, history and geography.
- Improve the effectiveness of middle leaders by:
 - Providing training to all middle leaders but especially those who are promoted to new roles.
 - Giving middle leaders the time and support to lead their subjects.
 - Monitoring teaching and learning with an emphasis on students' progress in lessons.
 - Ensuring updates to the building and increased resources to enhance the core curriculum and AP course provision.

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.