



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

AL AMAAL ENGLISH HIGH SCHOOL

21-24 November 2022

Overall Effectiveness

Acceptable



إتقان ITQAN



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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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

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	200
	School location	Butina
	Establishment date	03/09/1988
	Language of instruction	English
	School curriculum	Pakistani Curriculum
	Accreditation body	FBISE
	Examination Board	Pearson Edexcel, CIE, Oxford AQA IGSE, A-levels
	National Agenda Tests/ International Benchmark assessment	FBISE, SSC ,HSSC ISA , CAT4, PISA, PIRLS , TIMSS
	Fee range	AED 4100-7200
	Principal	Mrs Shaheen Saadi
	Chair of Board of Governors	Mr Ali Obaid Al Ghazal Al Shamsi
	Total number of teachers	84
	Total number of teaching assistants	0
	Turnover rate	40 %
	Main nationality of teachers	Indian, Filipino, British, Arab
	Teacher: student ratio	1:18
	KG: roll and gender	Boys: 92 Girls: 83
	Primary: roll and gender	Boys: 356 Girls: 354
	Middle: roll and gender	Boys: 138 Girls: 169
	High: roll and gender	Boys: 150 Girls: 148
	Nationality groups	1.Pakistani 2. Afghani
	Number of Emirati students	0
	Total number of students with special educational needs	7

PROGRESS JOURNEY

Previous Inspection in 2019:	Current Review:
ACCEPTABLE	ACCEPTABLE

School Performance Review of AL AMAAL ENGLISH HIGH SCHOOL
21-24 November, 2022



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 167 lesson observations, 60 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The overall performance of the school remains Acceptable since the previous review. However, all Arabic-medium subjects have improved to good as has science in Phase 4. The principal and senior leaders have a vision for the school and work hard to achieve improvement. However, the school has severe challenges such as the split-school day with girls in the morning and boys in the afternoon, high teacher turnover at 40% and over one-third of new students across the school without English. Regardless of these challenges, students come to school with a positive attitude and behave well, showing respect for each other and the traditions of the UAE. The school has made improvements to external assessment processes but use of data, teaching and curriculum are still areas for improvement. The safeguarding of students has improved to good following recommendations from previous reviews and actions taken.

KEY AREAS OF STRENGTH:

- Improved achievement since the previous review to good in Islamic education, Arabic SL, social studies and in Phase 4 science.
- Students' positive attitudes and behaviour and respect for their own and UAE traditions and values.
- Improved safeguarding procedures which are now effective. As a result, parents express confidence in the school.
- The vision and hard work of senior leaders and the support of parents.

KEY AREAS FOR IMPROVEMENT:

- Raising of achievement to very good in Arabic-medium subjects and to good in all other subjects.
- The quality of teaching and the use of accurate external assessment data.
- More focused opportunities for students to research, innovate and think critically in lessons.
- The impact and effectiveness of school leadership, governance and especially the expertise of middle leaders to a good level.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Acceptable

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



Islamic Education	<ul style="list-style-type: none">Students' achievement in Islamic Education is good overall. In lessons and in their work, the majority of students make good progress in all phases. This is not in line with the school's internal data which shows students make very good progress in KG, Phase 2 and 3 and good in Phase 4.Internal assessment data for KG and Phase 2 show attainment as outstanding, very good in Phase 3 and good in Phase 4. External FBISE data for Grade 9 and 10 shows very good attainment while Grade 11 is acceptable. This is not seen in lessons and in students' books where, overall, a majority of students attain above curriculum standards across all phases.In KG, children can recite the Shahada successfully, say few verbal Duaa and memorise Surat Al-Ikhlās. In Phase 2, students can recite the Holy Qur'an and explain the meaning of age-appropriate verses. However, students do not practice sufficiently and therefore their accurate reading skills are less developed. In Phase 3, students develop their understanding of Islamic values and how they impact personal daily life and society. However, their knowledge and understanding of the rules and steps to conduct Umrah is less developed. In Phase 4 students develop a strong understanding of the Prophet (PBUH) Seerah and Hadeeth Sharif. However, students are less competent in explaining accurately meaning of the Holy Qur'an vocabularies across all phases.The majority of groups of students make better than expected progress. Girls generally make better progress than boys, however the higher and lower-attaining students are insufficiently challenged.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' understanding of Islamic values and their impact on their everyday life in Phase 3.Understanding of the Prophetic guidance, in Phase 4.	<ul style="list-style-type: none">Students' accurate reading of the Holy Quran across all phases.Students accurately explaining the meaning of Holy Qur'an vocabularies across all phases.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic SL is good overall. In lessons and in their work, the majority of students make good progress in all phases. This is not in line with the school's internal data that shows students make very good progress in Phase 2, acceptable in Phases 3 and for Grade 9 in Phase 4.• Internal assessment data show attainment as outstanding in Phase 2, acceptable in Phase 3, and in Grade 9 in Phase 4. In lessons and in students' books, the majority of students attain above curriculum standards across all phases.• Students in Phase 2 develop sound literacy skills. They identify main ideas within a listening text, guess meaning of unknown words, and identify figures of speech. However, they use a limited range of vocabulary to make writing interesting. Students in Phase 3 develop good comprehension and speaking skills. They scan texts to locate answers to content-based questions. They converse using full sentences with appropriate level of fluency talking about contemporary topics and social situations. Grade 9 students in Phase 4 demonstrate a general understanding of narrative and descriptive paragraphs. They narrate and describe things using appropriate sentence patterns and vocabulary. However, extended writing skills are less developed across all phases.• The majority of groups make better than expected progress. Higher- and lower attaining students, SEN students and the gifted and talented do not always achieve their potential.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' literacy skills, in Phase 2.• Students' comprehension and speaking skills, in Phase 3.	<ul style="list-style-type: none">• Students' extended writing skills, in all phases.• Students' vocabulary in Phase 2.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. In lessons and in their work, the majority of students make good progress in phases 2, and 3. Achievement of Grade 9 in Phase 4 is acceptable. This is not in line with the school's internal progress data, which shows students make very good progress in Phase 2, good in Phase 3 and outstanding in Phase 4.• Internal assessment data shows attainment as very good in Phase 2, good in Phase 3, and outstanding in Grade 9 in Phase 4. This is not aligned with what is seen in lessons and in students' work where attainment is good in Phases 2 and 3 and acceptable in Phase 4• Students in Phase 2 develop strong knowledge of the UAE environment, tradition, history and culture. However, their knowledge of world geography is less broad. Students in Phase 3 make good progress in understanding the components of UAE national identity. Students advance their understanding of globalization and related concepts like trade, travel and communication. However, their understanding of the UAE economic systems is less deep. Grade 9 students in Phase 4 track the industrial development in UAE but are less able to discuss global issues, like environmental pollution.• The majority of groups of students make better than expected progress. Higher- and lower-attaining students, SEN students and the gifted and talented do not always achieve their potential.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge of the UAE environment and culture in Phase 2.• Students' understanding of the components of UAE national identity in Phase 3.	<ul style="list-style-type: none">• Students' knowledge of world geography in Phase 2.• Students' understanding of UAE economic systems in Phase 3.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. In lessons and in their work, most students make acceptable progress in all phases. This is not in line with the school's internal data which shows students make outstanding progress in KG, and Phase 2, very good in Phase 3 and acceptable in Phase 4. It is more in line with the ISA (International School Assessment) progress data which is weak in Phase 2 and acceptable in Phase 3 and 4.• Internal assessment data for KG and Phase 2 show attainment as outstanding, very good in Phase 3 and acceptable in Phase 4. FBISE data for Phase 4 shows acceptable attainment. This is not seen in lessons and in students' books where, overall, most students are in line with curriculum standards across all phases• In KG, children make progress in their handwriting by learning how to write the letters of the English alphabet. In Phase 2, students can speak and read well and can write simple sentences; however, they show less skill in extended, imaginative and creative writing. In Phase 3, most become confident in discussions with their peers and can comprehend texts and poems and reason confidently. In Phase 4, reading skills, especially for girls, improve quickly and students can answer questions from given texts confidently. However, students' ability to speak fluently with a good range of vocabulary in discussions and in lessons is not as strong.• All groups make expected progress. Higher and lower-attaining students, SEN students and the gifted and talented do not always achieve their potential.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' speaking, and reading ability Phase 2• Students' skills to answer questions on given texts confidently in Phase 4.	<ul style="list-style-type: none">• Students' ability in extended, imaginative creative writing in Phase 2.• Students' skills to speak fluently with a good range of vocabulary, in discussions during lessons in Phase 4.



Mathematics

- Students' achievement in mathematics is acceptable in all phases. In lessons and in their work most students make acceptable progress. This is not in line with the school's internal data which shows students make outstanding progress in KG, good in Phase 2, acceptable in Phase 3 and weak in Phase 4. It is more in line with the ISA progress data which is weak in Phase 2 and acceptable in Phase 3 and with Grade 10 outstanding.
- Internal assessment data for KG and Phase 2 show attainment as outstanding, acceptable in Phase 3 and weak in Phase 4. FBISE data for Phase 4, shows weak attainment. This is not seen in lessons and in students' books where, most students attain in line with curriculum standards across all phases.
- In KG, students have a reasonable understanding of number, however number concept is not explored sufficiently using a wider variety of hands-on materials. In Phase 2, students understand the concept of denominator and numerator and can explain how to add a fraction and later solve fraction problems using a formula; but a deeper understanding of fraction word problems is limited due to restricted mathematical language. In Phase 3, students have progressed and can understand the concept of coordinate geometry and most can plot values on the axes but a minority struggle with abstract variable values in both Phase 3 and 4. In Phase 4, students can apply formulae to a given algebraic problem but are less certain in devising their own algebraic word problems.
- All groups make the expected progress. Higher and lower attaining students, SEN students and the gifted and talented do not always achieve their potential.

Areas of Strength

- Children's understanding of number in KG.
- Students' ability to solve problems from a given formula in Phase 4.

Areas for Improvement

- Students' skills to solve number word problems in Phase 2.
- Students' skills to think abstractly and use variable values in Phases 3 and 4.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. It is good in Phase 4. In lessons and in their work most students make acceptable progress. This is not in line with the school's internal assessment which shows students making outstanding progress in Phase 2, good in Phase 3 and very good in phase 4. It is more in line with the ISA progress data which is weak in Phase 2 and 3 and acceptable in Phase 4. Data for KG was not provided.• Internal assessment data for science shows attainment as outstanding in Phase 2, good in Phase 3, and very good in Phase 4. External FBISE data for Phase 4 shows very good attainment. This is not seen in lessons and in students' books where most students attain in line with curriculum standards in KG, and Phases 2 and 3. In Phase 4 a majority of students attain above curriculum expectations.• In KG, children have an adequate understanding of the natural world and how to classify using a single trait. However, learning through hands on activities to investigate and explore is less developed. In Phase 2, students can use scientific terminology to describe parts of insects, plants and fossils fuels. They are less secure in understanding the links to real-life applications. In Phase 3, students perform simple investigations to test acidic values in solutions. They are less confident in their ability to draw conclusions after investigations. In Phase 4, students can communicate their findings by analysis of data while using the vernier caliper. They have a good understanding of how to conduct an experiment and follow the scientific method.• All groups make the expected progress. Higher and lower-attaining students, SEN students and the gifted and talented do not always achieve their potential.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's understanding of the natural world in KG.• Students' ability to conduct an experiment and follow the scientific method in Phase 4.	<ul style="list-style-type: none">• Students' skills to understand scientific data and draw conclusions in Phase 3.• Students' understanding of how scientific knowledge is linked to the real world in Phase 2.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. In lessons and in their work, most students make acceptable progress in all phases. This is not in line with the school's internal data of Urdu which shows students make outstanding progress in KG and phase 2, very good in Phase 3 and acceptable in Phase 4.• Internal assessment data for Urdu in KG and Phase 2 show attainment as outstanding, very good in Phase 3 and acceptable in Phase 4. FBISE data for Urdu in Phase 4 shows acceptable attainment. This is seen in lessons and in students' books where, overall, most students attain in line with curriculum standards across all phases.• In KG, most students can demonstrate age-appropriate understanding of rhymes and songs. However, their creativity in drawing and artistic skills is limited. In Phase 2, students use ICT well and make good progress in word processing and presentation skills. In Phase 3, Physical Education (PE) students' skill development enables them to keep fit yet students' motor skills do not develop in other phases. In Phase 4, students can design official forms using basic programming commands and have developed their financial and business skills through economics, accounting and business.• All groups make the expected progress. Higher- and lower-attaining students, SEN students and the gifted and talented do not always achieve their potential.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to use ICT at a presentation tool in Phase 2.• Students' ability to understand business and finance in Phase 4	<ul style="list-style-type: none">• Students' creative skills in drawing and art in KG.• Students' motor skills in PE across the school.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are acceptable overall. Across the school, students enjoy learning and engage with tasks in an enthusiastic manner. They interact with each other and their teachers in a positive way.• When given the opportunity, they can collaborate well with and support one another but this is only a feature in Arabic-medium subjects and science investigations. However, in other subjects, students do not take their communication skills further by presenting ideas at greater length or in class discussions.• Across the school, students relate what they are doing to the world around them. However, they do not do so consistently to expand their work and understanding.• In some subjects such as science in Phase 4, students learn to think critically when working on problem-solving tasks and adopt reasonably creative approaches within Arabic-medium subjects. However, students have limited access to digital technologies in lessons and this restricts their development of independent learning and research skills.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' engagement in and enthusiasm for work.• Students' collaboration skills in Arabic medium subjects.	<ul style="list-style-type: none">• The development of students' wider collaborative skills across the school.• Students' innovation skills, critical thinking, technology and creativity skills in KG, Phase 2 and 3



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

Indicators:	KG/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 is good overall.• Throughout the school students display positive attitudes to their learning. They are mostly self-reliant and react well when discussing their work with teachers.• Behaviour across the school is good and they follow school rules such as careful attention in lessons respect for others at breaktime They move about the school in an orderly fashion and are fully aware of the code of conduct. Students confirmed that bullying is rare.• Relationships between students and teachers are friendly and respectful. They are sensitive to the needs of others and keen to help others such as students who need help are supported.• Students have a good understanding of healthy living and they choose healthy meals from cafeteria or home. They are active and participate in PE as well as morning exercises during assemblies.• Students' attendance is acceptable at 93%.and is an improvement focus for the school. Only a few students arrive late for lessons.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">• Students demonstrate a good understanding of Islamic values and how these influence their life in the UAE. They promote values during lessons and assemblies by well reciting verses from the Holy Quran.• UAE heritage and culture is appreciated by students and they demonstrate this by celebrating UAE National days, local dress, flag day and the annual award ceremony. During assembly, graduation day and annual award ceremony presentations are organized by the students about local culture and heritage Students demonstrate a basic understanding of their own Pakistani culture and UAE traditions but have a limited understanding of other countries. They participate in cultural events such as International Day by bringing food from different cultures.				
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable



- Students have adequate awareness of their responsibilities towards the school and community. Awareness workshops on health education are arranged by the school nurse. Students do charity work like bringing and distributing meals to workers within school. However, opportunities for students to be involved in local community are limited.
- Students demonstrate joy when taking part in school organized activities. However, they do not have the understanding to initiate innovative projects and consequently, their enterprise skills are less developed.
- Students are aware of the importance of environmental sustainability. They take care of their school environment by cleaning the school after breaks as they promote recycling by using plastic bottles in their school projects.

Areas of Strength:

- Students' behaviour and respectful relationships.
- Students' understanding and appreciation of Islamic values and UAE culture.

Areas for Improvement:

- Students' engagement in innovative projects and develop enterprise skills across the school.
- Students' involvement as volunteers within the local and international community.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG/Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The overall quality of teaching and assessment is acceptable. Most teachers are secure in their subject knowledge and have an adequate understanding of how to teach. However, teaching pedagogy is inconsistent between teachers. Reasonable teaching strategies are observed in the Arabic-medium subjects and in science Phase 4.Lesson plans identify the different ability groups from CAT 4 results, but do not identify the activities matched to the needs of the different groups. Resources are limited, especially hands-on resources in KG and lower Phase 2 as well as technology in all phases.Overall, teachers' positive interactions and effective classroom management skills ensure students are willing learners. The quality of teacher's question is inconsistent across the school and subjects; and often over emphasize factual recall.Teachers use an adequate range of strategies to engage students in all phases. The tasks designed are either too easy or too teacher-led to promote progress fully in lessonsTeachers dominate lessons across the school. Consequently, opportunities for students to develop their critical thinking, problem-solving and innovation skills are less developed. Only in Phase 4 science subjects were there a few challenging opportunities for students to develop those skills.				
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Internal assessment procedures are well linked to the appropriate curriculum standards and applied across subjects. Rubrics for each subject are in place, however the information does not always align with external assessments.The school benchmarks the students' academic outcomes against national and international assessments such as FBISE, ISA and CAT4.The school analysis of the results of assessment tests is still at developmental stage as internal and external results are not always well aligned. However, analysed information is presented well by senior leaders to staff so they have a reasonable understanding of the results and their students' achievement.Overall, teachers use assessment data adequately in planning for their lessons. However, the information is not used effectively to inform teaching in terms of providing appropriate level of challenge for higher and lower-attaining students across the school.Through monitoring in lessons, teachers have an adequate view of students' strengths and weaknesses. Work in notebooks is a school priority and this is checked regularly, and constructive feedback given which helps students improve. Self and peer assessment is underdeveloped.				



Areas of Strength:

- The extensive range of external assessment processes used by the school.
- Teachers' secure subject knowledge.

Areas for Improvement:

- Using assessment data to ensure teaching and learning matches student abilities in all lessons.
- Planning for opportunities to development of critical thinking, innovation, research and independent learning skills in all phases.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG/Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Curriculum provision is acceptable overall.The curriculum has a clear rationale, is reasonably broad and balanced, and provides students with the basic knowledge and skills they need. The provision in Phase 4 is slightly more effective in helping students build their independent learning skills in science and Arabic-medium subjects.The curriculum is built around the needs of the large majority of students. It enables students to build on their skills and prepares them adequately for their next phase of education.The curriculum does not offer any choice in KG and phases 2 and 3 other than a few projects within lessons. In Phase 4, there are limited choices as students can choose a few subjects according to their interests.In curriculum planning there is provision for developing links between subjects such as Islamic Education and ASL. However, this is inconsistent and only evidenced in a few lessons. It is stronger within Arabic-medium subjects and between the use of calculations in science and mathematics.The school counsellor and school leaders review the curriculum at the beginning of each term. They include enrichment activities that focus on independent learning skills. However, this provision is still underdeveloped.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The school has introduced new textbook series for classes up to Grade 8 in 2021. This modification provides appropriate support for most students. The school has enrolled 500 new students in 2022-23 and has made appropriate curriculum modifications such as teaching through Pashto to support them.The curriculum provides limited range of extracurricular activities that allow students to develop their independent learning and take lead of their own learning. There are rare opportunities for students in lessons to develop their enterprise and innovation skills.The curriculum enables students develop an appropriate understanding of UAE values, culture and Emirati society. There are planned and integrated activities, such as moral education and social education, which are taught successfully as an integrated subject.				



Areas of Strength:

- Appropriate curriculum adaptations for new students who do not speak English or Arabic.
- Curriculum links to Emirati culture and UAE society.

Areas for Improvement:

- Modifications of the curriculum to meet the needs of all groups in all lessons.
- Consistent planning for activities to promote students' enterprise and innovation skills.



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

Indicators:	KG/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">• The protection, care, guidance, and support of students is good overall.• The school has effective procedures for the safeguarding of students. School staff are trained in child protection and parents are informed through parents' contract, parents' council and WhatsApp groups. Students are aware of child protection and online safety through the school's counsellor. Minor incidents of bullying are actioned effectively.• The school meets the general requirements for maintaining the health and safety of students and staff, and accurate records are kept. Security procedures have been enhanced by the addition of guards, security cameras and a health and safety officer.• Despite its age, the building is well maintained with regular improvements such as a recent wi-fi infrastructure. Records of incidents are stored securely and appropriate actions taken.• The building enables all groups of students to attend safely and pursue their education.• The school promotes safe and healthy living systematically through lectures and workshops by the nurse and doctor. Students talk about the benefits of healthy eating and exercise in assemblies.				
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Relationships between staff and students are positive. The code of conduct is shared with students and parents and clear behaviour records are kept. This results in good behaviour around the school.• The school promotes attendance and punctuality through monitoring by the school counsellor, however it is not yet effective in promoting good attendance.• The school has appropriate procedures for identifying SEND students through observation and the use of CAT 4 assessment which also identifies lower and higher attainers. Gifted and Talented students are not identified.• Adequate support is given individually to SEND students as required by the school counsellors. However, lower and higher-attaining and G&T students are not supported effectively.• Students' well-being and personal development is routinely monitored throughout the year. The career counsellor gives guidance and information to Grade 12 students and others about universities in the UAE and abroad.				
Areas of Strength:				



- Improvements in the arrangements for security in the school.
- Staff student relationships and behavior management.

Areas for Improvement:

- The identification processes for G&T students.
- Support for all groups of students especially lower and higher-attainers.



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.
- Senior leaders, including the principal, create an inclusive vision for the school where they welcome students from all backgrounds. Leaders work diligently, in this split-day school, to improve student performance in a positive environment. However, the vision and intent of leaders is not fully understood or shared successfully with staff and so has not yet fully impacted on school performance.
- Leaders at all levels demonstrate a basic understanding of the curriculum and teaching practices, and work hard at being inclusive. They have a clear understanding of the external assessment practices which are now in place. Relationships and communication are professional across the school and all members of the school feel valued as part of the school community. The division of the campus into different 'houses' with a 'house-master' helps to foster a sense of identity.
- School leaders demonstrate a determination to make the necessary improvements in students' achievement. However, challenges such as teacher turnover, large numbers of newcomer students and scarce resources limit the transformation of the determination to application. Leaders have improved some aspects of the school such as improved achievement in Arabic-medium subjects, science in Phase 4, safeguarding, formation of a governing board and external assessments.
- Staff teams have worked hard to reasonably accurately evaluate the quality of provision using accurate external data. However, areas exist where there is a mismatch between the judgements and the reality in lessons. The school has systems for the monitoring of teaching and learning. However, middle leaders do not have the expertise to help teachers improve their teaching skills. The school improvement plan contains specific strategic goals for each subject and performance standard, but proposed changes have not yet fully impacted.



- Leaders have made progress in addressing some of the recommendations from previous reviews. However, the implementation of these new strategies needs to be accelerated particularly in teaching, learning and the development of students' learning skills.
- The school is successful in developing strong partnerships with parents. A parents' council has been established that meets termly and views are sought through surveys and meetings. Modern systems of communication are used to keep parents informed and they are well engaged. Reports to parents on their children's progress and school events are regular. Parent-teacher meetings are held termly, and parents are very positive and supportive of the school.
- The school is aware of the need to develop more international partnerships with other schools and organisations to strengthen students' understanding of their roles as global citizens.
- The Board of Governors has been formed since the last review and meets termly with the owner as Chairperson. The Board is in the early stages of development but has the majority of stakeholders represented and consulted. The Board of Governors periodically monitors school performance. The owner meets with school leaders to agree key performance indicators and to plan next steps. The Board of Governors exerts clear influence on school leaders and is generally supportive such as during the pandemic when ICT infrastructure was improved. However, in general, finance is restricted and school resources, especially for younger children, are inadequate.
- Most aspects of the school day operate smoothly from the positive assembly to timetables and general school procedures. The school is adequately staffed with mostly qualified teachers. Support teachers are not a feature of the school and there is an urgent need in KG especially.
- The building is old but adequate and has a wide range of specialist facilities including laboratories that are used regularly but technology is a limited resource. Resources are mostly sufficient and available to support an adequate quality of teaching and learning. Hands-on resources are scarce in KG and early Phase 2 for mathematics and science and PE in all phases.

Areas of Strength:

- Partnerships with parents.
- The day-to-day management of the school which enables the school to function well.

Areas for Improvement:

- More rigorous self-evaluation processes.
- Professional development for middle leaders to improve expertise in teaching practices.
- Expanded hands-on and play resources for KG and lower Phase 2 children and more ICT devices in lessons.
- Enhanced accountability processes and support by Board of Governors to ensure improved school performance.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school currently has 8 Arabic teachers, all teach Arabic as a second language, all are native Arabic speakers and 1 teaches Islamic education to non-native Arabic speakers. The overall ratio of students to teachers in the Arabic department is 30:1.
- The school has 160 Arabic library books comprising 50 reference books, 110 non-fiction books.
- Grades 1-8 have regular library periods at least once a week but no facility to borrow books. Teachers only have access to online resources.
- Reading is promoted by the use of Arabic notice board and through school activities including assemble and in lessons. The school does not currently run extra-curricular activities for Arabic reading but enable parents to assist in recitation.

The school's use of external benchmarking data

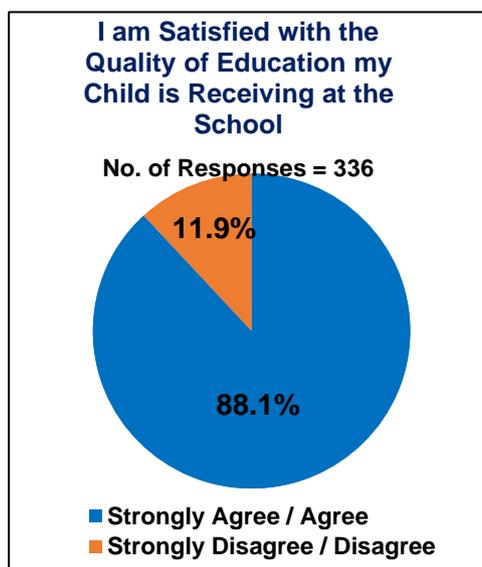
- All students are entered for appropriate assessments. FAISE is given in Grades 9-12 and students from Grades 5, 7 and 9 take the CAT4 test. The school uses the International School Assessment (ISA) to check progress for English, mathematics and science. TIMSS, PISA and PIRLS as invited and appropriate.
- All students are given support and training during lessons for all external assessments with a focus on using assessment-type questions regularly. Teachers take part in online SPEA training on the process of administering the PISA and PIRLS assessments as well as the use of Cerebry online platform.
- Students are informed about their results through individual reports, and Merit Certificates for high performances are distributed in special assemblies.
- Parents are sent a letter explaining the examinations and what they measure. Information is shared with the parents explaining the results and what they mean in terms of their child's strengths and areas for improvement including graphics of results.

Provision for KG

- The school has 175 children in 7 KG classes with a ratio of 1:25. for both teachers and no assistants in school.
- Classrooms are not well resourced with hands-on materials.
- The school has an outdoor play area for younger children, but it is in need of refurbishment. It has a number of play resources and it is planned to replace the surface.
- Parents are invited for an orientation programme before the beginning of the academic year and students are informally assessed. In term 3 of KG2, an induction process is in place to assist the Grade 1 programme. Parents are happy with the induction and transition processes and communications although language is sometimes a barrier.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise achievement to very good in Arabic-medium subjects and to good in all other subjects by:
 - providing opportunities to produce extended pieces of writing and improve their vocabulary in English and Arabic
 - ensuring deeper understanding word problems in Phase 2, mathematics and deeper understanding of variable values in Phase 3 and 4.
 - ensuring students have a full range of opportunities to develop their scientific investigation skills using the scientific method, particularly KG, Phase 2 and 3
 - providing opportunities for students to acquire an age-appropriate wide range of motor skills in PE using appropriate equipment.
- Improve the quality of teaching, curriculum and the use of the accurate external assessment data by:
 - ensuring that all teachers, especially in all phases provide activities in lessons that precisely meet the needs of groups of students of differing ability
 - improving the school's overall provision for teaching through use of better questioning and focused professional development
 - providing opportunities for teachers to observe best practice
 - further developing procedures to monitor lessons and feeding back to teachers about how they can improve



- ensuring more consistency in the use of assessment for planning activities matched to students' identified needs
- reviewing the current curriculum content and ensuring it provides activities that challenge and support all groups.
- Provide more focused opportunities for students to research, innovate and think critically in lessons by:
 - making better use of existing classroom technology
 - ensuring that at least a few ICT devices are available in lessons to facilitate research
 - creating more opportunities for investigations in lessons so as to develop enquiry, critical thinking and independent learning skills in all phases.
- Improve the impact and effectiveness of school leadership, governance and especially the expertise of middle leaders to a good level by:
 - clarifying the school vision and strategic direction for all staff
 - reviewing and redefining the role description of middle leaders
 - training of middle leaders in best practice in teaching and learning
 - developing stronger procedures to monitor lessons and feed back to teachers
 - ensuring that the Board of Governors hold school leaders to agreed targets and provide the necessary support.

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.