



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**AL ANSAR INTERNATIONAL PRIVATE
SCHOOL**

23 - 26 January 2023

Overall Effectiveness

GOOD





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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 4-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 FS.



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 4-day visit, including:

- visits to lessons in Arabic, Islamic education, UAE social studies, English, mathematics and science, and other subjects, including lessons reviewed jointly with senior leaders of the school;
- reviewing important documents such as, students' attainment data, school self-evaluation form, school policies and the school improvement plan;
- meeting the Governors, Principal, senior leaders, middle leaders, subject coordinators, teachers, parents, and students;
- reviewing teachers' lesson plans, samples of students' coursework and related information;
- attending school activities such as assemblies, arrivals, departures, and break times; and
- analysing the outcomes of the surveys returned by parents.



SCHOOL INFORMATION

| School | Information | Value |
|---|---|--|
|  | School ID | 108 |
| | School location | Al Gharayen 3, Sharjah |
| | Establishment date | 2001 |
| | Language of instruction | English |
| | School curriculum | UK |
| | Accreditation body | None |
| | Examination Board | Cambridge |
| | National Agenda Benchmark Tests/ International assessment | PISA, TIMMS, PIRLS, CAT4, PT Series, EmSAT |
| | Fee range | AED 14,900 to 28,200 |
| |  | Principal |
| Chair of Board of Governors | | Mr. Asem Al Salem |
| Total number of teachers | | 166 |
| Total number of teaching assistants | | 15 |
| Turnover rate | | 15% |
|  | Main nationality of teachers | Pakistani |
| | Teacher: student ratio | 1:16 |
| | Total number of students | 2739 |
| | Number of Emirati students | 784 |
| | FS: number and gender | Total 216: 107 Girls, 109 Boys |
| | Primary: number and gender | Total 1454: 676 Girls, 778 Boys |
| | Middle: number and gender | Total 910: 420 Girls, 490 Boys |
| | High: number and gender | Total 159: 75 Girls, 84 Boys |
| | Nationality groups | 1. Egyptian 2. Pakistani |
| | Total number of students with special educational needs | 41 |

PROGRESS JOURNEY

| Previous Inspection (2018): | Current Review: |
|-----------------------------|-----------------|
| ACCEPTABLE | GOOD |



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of seven reviewers' 188 lesson observations, of which 69 were carried out jointly with school leaders.

The school's overall effectiveness is good. This is an improvement since the previous inspection in 2018. The principal has set a clear path for improvement to meet National Agenda priorities and improve standards at the school. The overall quality of teaching and assessment has improved to good; this has had a positive effect on attainment and progress in most subjects and phases. Curriculum implementation and modification and protection, care, guidance and support have improved to very good. Previous weaknesses in leadership and management have been addressed. Leaders are having a good impact on the improvement of the school and show good capacity to improve further. The learning environment and the accommodation make a strong contribution to students' learning. The provision for new technology is especially impressive.

KEY AREAS OF STRENGTH:

- The school's successful transition to the UK National Curriculum.
- The comprehensive and effective focus on students' health and well-being.
- Students' commendable and respectful behaviour and positive attitudes to their studies.
- The very detailed analysis of student assessment data.
- Students' appreciation and understanding of Islamic values and UAE heritage and culture.
- The wide range of curriculum choices and activities which enhance students' learning.
- The effective involvement of the governing body in improving the learning environment at the school.
- Students' knowledge and awareness of global and national environmental and sustainability issues.

KEY AREAS FOR IMPROVEMENT:

- The impact and effectiveness of the monitoring of teaching.
- Consistency in the quality of teaching across the curriculum.
- Classroom support for students with special educational needs.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Good

| Indicators: | | FS | Primary | Middle | High |
|------------------------------------|------------|------------|------------|------------|------------|
| Islamic Education | Attainment | N/A | Acceptable | Acceptable | Good |
| | Progress | N/A | Acceptable | Acceptable | Good |
| Arabic (as a First Language) | Attainment | N/A | Acceptable | Acceptable | Acceptable |
| | Progress | N/A | Good | Acceptable | Acceptable |
| Arabic (as a Second Language) | Attainment | N/A | Acceptable | Acceptable | Good |
| | Progress | N/A | Acceptable | Acceptable | Good |
| Social Studies | Attainment | N/A | Good | Good | N/A |
| | Progress | N/A | Good | Good | N/A |
| English | Attainment | Good | Good | Good | Very Good |
| | Progress | Good | Good | Good | Very Good |
| Mathematics | Attainment | Good | Good | Good | Good |
| | Progress | Good | Good | Good | Good |
| Science | Attainment | Good | Good | Good | Very Good |
| | Progress | Good | Good | Good | Very Good |
| Other subjects (Art, Music, PE) | Attainment | Acceptable | Acceptable | Good | Good |
| | Progress | Acceptable | Acceptable | Good | Good |
| Learning Skills | | Acceptable | Good | Acceptable | Good |



| | | |
|--------------------------|---|--|
| Islamic Education | <ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable overall, it is good in the High Phase. Students in the Primary and Middle Phases make acceptable progress, in the High Phase, students make good progress. This does not match the school's internal data which shows students make good progress in Primary Phase and very good progress in the Middle and High Phases.• Internal assessment data shows attainment is very good in the Primary, Middle and High Phases. External data shows students' attainment is very good throughout the school. This is not seen in lessons and in students' work, where most students in the Primary and Middle Phases attain levels which are in line with curriculum standards. In the High Phase, the majority of students attain levels which are above curriculum standards.• In Primary Phase, students develop confidence and can apply the required rules of Tajweed with appropriate intonation. In the Middle Phase, students' knowledge of faith and their understanding of how Islamic values and teachings apply within the contemporary world are sometimes less well developed. Most students in the High Phase make good progress in their deeper understanding and application of Islamic values and the guidance of the Holy Qur'an. However, their written work on the analysis of the meaning of passages in the Holy Qur'an is not as strong.• Overall, the majority of groups of students make at least the expected progress. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' ability to apply rules of recitation of the Holy Qur'an with correct intonation.• Students' understanding and application of the teachings of Islam, particularly in High Phase. | <ul style="list-style-type: none">• Students' written analysis of the meaning of passages in the Holy Qur'an.• Students' ability to judge current practices in contemporary society in accordance with Islamic teachings. |



Arabic

- Students' achievement in Arabic First Language (AFL) is acceptable overall, and good in the Primary Phase. In lessons and in their work, students make good progress in the Primary Phase, and acceptable progress in the other phases. This does not match with the school's internal data which shows outstanding progress in AFL in Primary and High Phases, and very good in Middle Phase. Students studying Arabic as a second language (ASL) make acceptable progress in the Primary and Middle Phases, and good progress in the High Phase. This does not align with internal data for ASL which shows very good progress overall.
- Internal assessment data show attainment in AFL to be outstanding in Primary and High Phases, and very good in Middle Phase. This is not seen in lessons and in students' books, where most students in all phases attain in line with curriculum standards. In ASL, internal data shows attainment in ASL to be very good overall. This is not seen in lessons or in students' work, where most students attain levels that are in line with curriculum expectations, except in the High Phase, where the majority of students attain above curriculum expectations. There is no external examination data for AFL or ASL.
- In AFL in Primary Phase, students make progress in developing their speaking, listening and reading skills. They can read correctly, gain new vocabulary well and use it appropriately in sentences. In Middle Phase, students have adequate comprehension skills and have a basic knowledge about different tenses. They can usually apply their skills accurately in a sentence. In High Phase, students can adequately analyse a text, such as a poem, but will often use colloquial language to express themselves. In ASL, students in Primary and Middle Phases make acceptable progress, their writing skills are less well developed. Most students' reading skills meet requirements. They can understand the text, but sometimes lack accurate pronunciation of letters. Students in High Phase have good listening and speaking skills and produce good outcomes. Students' extended writing skills are less well developed in all phases, in both AFL and ASL.
- Overall, in both AFL and ASL, most groups of students make progress which is at least in line with the expected curriculum standards. Higher-attaining students are sometimes not sufficiently challenged in lessons, particularly in their deeper interpretation of texts.

Areas of Strength

- Students' speaking, listening and reading skills, especially in Primary Phase in AFL.
- High Phase students' ability to analyse and interpret text.

Areas for Improvement

- Students' extended writing skills in all phases, in both AFL and ASL.
- Students' accurate pronunciation in Primary and Middle Phases in ASL.



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| 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 Primary and Middle Phases. This does not match with the school's internal data which shows students make very good progress in both phases.• Internal assessment data shows attainment is very good in both the Primary and Middle Phases. This does not align with lessons and students' work, where the majority of students attain levels which are above curriculum standards in Middle and High Phases. There is no external data for this subject.• The majority of students make above expected progress in skills, knowledge and understanding in Primary and Middle. They know and understand the key features of the history, geography, and economic developments of the UAE. Students demonstrate good knowledge and understanding of the UAE's environmental challenges and geographical features. They can make connections between their knowledge in social studies and with other subjects, such as in science when studying the environment. However, in both phases, students do not always know how to explain and interpret the factors which have influenced change over time in the development of the UAE.• Overall, the majority of groups of students make better than expected progress. Lower attaining students, including those with special educational needs, do not always progress as well as they could. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' knowledge of the development of the UAE.• Students' ability to make connections to learning in other subjects. | <ul style="list-style-type: none">• Students' understanding and interpretation of factors influencing change in the UAE.• Lower attaining students' confidence in articulating their reasoning. |



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| English | <ul style="list-style-type: none">• Students' achievement in English is good overall. They make good progress in Foundation Stage (FS), Primary and Middle Phases, and very good progress in the High Phase. This does not match the school's internal data which shows outstanding progress in all phases.• Internal assessment information indicates that attainment is outstanding in all phases. External assessment data shows outstanding attainment in Middle Phase and good attainment in High Phase. This does not match with attainment seen in lessons and in students work, where the majority of students in FS, Primary and Middle Phases attain levels which are above curriculum standards. In the High Phase, the large majority of students attain levels above curriculum standards.• In FS, most children build their knowledge of phonics and use this to decode and read a range of words confidently. In Primary Phase, they build on this, reading books of different genres, both for pleasure and information. However, a few students struggle to write confidently, and their spelling is often inaccurate. In the Middle Phase, students develop their ability to argue and persuade, drawing effectively on evidence to state their case. They can speak confidently and fluently with accuracy and listen well. In High Phase, students' learning skills enhance their progress in English. For example, in High Phase, students presented 'flipped' lessons confidently, taking the lead on teaching their classmates. However, their creative and critical writing skills are sometimes underdeveloped in English. Extended writing skills are less well developed across the phases.• Overall, the majority of different groups of students make better than expected progress. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' clear and confident speaking and listening skills, particularly in the High Phase.• Students' ability to lead English learning and teach their peers, especially in High Phase. | <ul style="list-style-type: none">• The development of students' creativity and critical writing in English.• Students extended writing skills, and their occasional inaccurate spelling. |



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| Mathematics | <ul style="list-style-type: none">• Students' achievement in mathematics is good overall. They make good progress in all phases. This fully aligns with the school's internal data.• Internal and external assessment information indicates that attainment is good in all phases. This matches what is seen in lessons and in students' work, where the majority of students attain levels which are above curriculum standards in all phases• Students make better than expected progress in developing their skills, knowledge and understanding in mathematics in all phases. In FS, children gain confidence in number, moving from simple counting and place value, to using basic operations and calculations. In Primary Phase, students' progress further in number, place value and operations. As students move to Middle and High Phases, they develop their understanding well, showing good skills in applying their knowledge to algebra and geometry. In the best lessons, students work independently with confidence, showing their mastery of a range of methods and procedures. In Middle Phase, however, students' skills in solving word problems are underdeveloped.• The majority of groups of students make better than expected progress, although occasionally students who have special educational needs make slower progress. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' independent learning in Middle and High Phases.• FS children's confidence in number and basic operations. | <ul style="list-style-type: none">• Students' ability to use strategies to tackle questions on their own in the Primary Phase.• Students' ability to apply their skills to solve word problems in the Middle Phase. |



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| Science | <ul style="list-style-type: none">• Students' achievement in science is good overall, and very good in High Phase. Students make good progress in science in FS, Primary and Middle Phases, and very good progress in High Phase. This does not match the school's internal assessments which show that students make outstanding progress in FS and Primary Phase, acceptable in Middle Phase and weak in High Phase.• Internal assessment data show that students reach outstanding attainment in FS and Primary Phase, acceptable in Middle Phase and weak in High Phase. Students' attainment in external assessment in science is weak in both the Middle and High Phases. This is not seen in lessons and in students' work, where the majority of students attain levels which are above curriculum standards, and a large majority attain above curriculum standards in the High Phase.• Students' make good progress in their scientific knowledge and skills. In the FS, children respond enthusiastically through first-hand experiences. By the Primary Phase, students are developing their observational skills to explain their results and outcomes. Primary Phase students have a growing awareness of the stars and planets, they understand the relationship between the sun, the moon, day and night. In the Middle Phase, students have developed a secure knowledge and understanding of scientific concepts and are able to investigate using the scientific method. However, their ability to link their scientific knowledge to real-life problems is less well developed. In Middle and High Phases, most students have secure age-appropriate scientific knowledge and understanding. High Phase students design and carry out experiments, which helps them make very good progress overall. For example, students carried out experiments in the laboratory related to the calculation of enthalpy and developed effective practical investigation skills, including data analysis. Across the phases, students' science innovation skills are less well developed.• The majority of groups of students make better than expected progress. Students who have special educational needs do not always make the expected progress. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' developing understanding of the scientific method, and their use of laboratory skills in High Phase.• Young children's enthusiastic participation in science lessons. | <ul style="list-style-type: none">• Students' ability to make links between science knowledge and real-life problems.• Students' application of innovation skills in science. |



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| Other subjects | <ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. In Primary and Middle Phases, students make acceptable progress. Progress is good in the other phases.• In lessons and in their work, most students attain levels which are in line with curriculum standards in. In the High Phase, where pupils sit assessments, external data shows attainment to be good.• In Art lessons, only a majority of students produce artwork to an adequate level of quality. For example, students complete craft work to illustrate healthy living. All students develop their computer skills and use Artificial Intelligence software to support and assess their learning. Students participate enthusiastically in PE lessons throughout the school. In FS, and in boys' lessons across the school, there is a focus on basic exercise, and on running and coordination skills. By contrast, there is insufficient focus on developing ball and team skills, although boys have had success in football and wrestling. Girls' PE lessons help them to develop skills of teamwork, collaboration and co-operation, but they are unaware of how to improve their performance. Students' problem-solving skills across subjects are a developing feature. In High Phase, a small group of boys were developing a biometrics program and were programming a flying drone successfully by coding an app.• There are no significant differences in progress between different groupings of students. | |
| | Areas of Strengths | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' enthusiastic participation in PE activities.• Students' confidence and skills in using software and computers. | <ul style="list-style-type: none">• Students' development of ball and team skills in PE, especially girls.• Students' application of problem solving across the subjects. |



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| Learning Skills | <ul style="list-style-type: none"> Overall, learning skills are good. However, they are less strong in KG and Middle Phases, where they are acceptable. Students' engagement in, and responsibility for, their own learning is usually good across the school, and in the Primary and High Phases in particular. Students usually know their strengths and weaknesses and take steps to improve, especially in the High Phase. In all phases, students' interactions, collaboration and communication skills are good. They are able to work together or independently effectively, which helps them to improve. This also helps students to develop useful skills for life. Students' application of learning to the world and making connections between areas of learning are good, although this is a stronger feature in some subjects than in others and is typically more effective in Primary and High Phases. When encouraged to do so, students readily make connections between areas of learning. This includes relating their learning to their understanding of UAE heritage and culture. Innovation, enterprise, enquiry, research, critical thinking, and the use of learning technologies are good overall, although stronger in the Primary and High Phases. Students are enterprising when opportunities to do so are presented. They can research information appropriately and use a range of technologies very effectively to support their learning, especially in the High Phase. | |
| | Areas of Strengths | Areas for Improvement |
| | <ul style="list-style-type: none"> Students' responsibility for their own learning. Students' collaboration and communications skills. | <ul style="list-style-type: none"> Greater consistency across subjects in students' learning skills. Children's learning skills in FS and students' learning skills in the Middle Phase. |

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

| Indicators: | FS | Primary | Middle | High |
|--|------------------|------------------|------------------|------------------|
| Personal development | Very Good | Very Good | Very Good | Very Good |
| <ul style="list-style-type: none"> Students' personal and social development and their innovation skills are very good across the school. Their understanding of Islamic values and Emirati culture is also very good. Students' attitudes in lessons and around the school are very good. Students' commendable and respectful behaviour makes a positive contribution to their learning. | | | | |



- Behaviour is very good in lessons and around the school. In a few classes, when the teacher fails to engage students in their learning, a few students are not sufficiently self-disciplined to remain on task, particularly in the younger year groups.
- Students are sensitive to the needs of others. They have respectful and considerate relationships with each other and school staff.
- Students have a good understanding of healthy living and most bring healthy snacks to school. A minority of students sometimes do not meet the school's expectations for healthy eating.
- Attendance is very good at 96%, and punctuality to school and to lessons is good in all phases.

| | | | | |
|--|------------------|------------------|------------------|------------------|
| Understanding of Islamic values and awareness of Emirati and world cultures | Very Good | Very Good | Very Good | Very Good |
|--|------------------|------------------|------------------|------------------|

- Students' understanding and appreciation of the role and values of Islam in UAE society is very good. They have a secure understanding of the relevance and impact of these values on everyday life.
- Emirati heritage and culture is well known and appreciated by students. They can discuss the history, literature, arts, celebrations, and sports of the UAE. They participate keenly in the cultural events of the UAE.
- Students understand the role of His Highness Sheikh Zayed (RIP) played in the formation of the UAE and know many of the stories from his life. Students talk in detail about their own culture and can cite examples of cultural activities of many other counties.

| | | | | |
|--|------------------|------------------|------------------|------------------|
| Social responsibility and innovation skills | Very Good | Very Good | Very Good | Very Good |
|--|------------------|------------------|------------------|------------------|

- Students' community involvement, volunteering and social responsibility is very good. Students are aware of their responsibilities in the school community and have a good awareness of issues further afield.
- Involvement with the local community is a key feature of their personal and social development. Students have collected and distributed food packages for the Red Crescent. They make regular visits to retirement homes and centres for students with learning difficulties.
- Students enjoy work, but a small minority of students lack the confidence to take initiative and contribute to lessons without teacher encouragement. Innovation and enterprise skills are developing well. Many students have become confident users of the school's AI platforms.
- Students demonstrate very good environmental awareness and have participated in many projects to support the school's contribution to their sustainability goals. Some students contribute to the school's garden and work with a teacher to grow a range of organic produce.

Areas of Strength:



| |
|---|
| <ul style="list-style-type: none">• Students' positive behaviour and attitudes to their learning.• Students' understanding and appreciation of their own and UAE culture and heritage. |
| Areas for Improvement: |
| <ul style="list-style-type: none">• Students' active promotion of healthy lifestyles at all times.• Raising the confidence of all students to participate readily in class discussions and interactions. |

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

| Indicators: | FS | Primary | Middle | High |
|--|-------------------|-------------|-------------------|-------------|
| Teaching for effective learning | Acceptable | Good | Acceptable | Good |
| <ul style="list-style-type: none">• The overall quality of teaching and assessment is good overall it is acceptable in Primary and Middle in Arabic medium subjects.• Most teachers demonstrate secure subject knowledge and support students to learn well. In lessons, teachers adapt their approaches to ensure most students are able to make good progress. Very occasionally, teaching is insufficiently tailored to different groups of students.• Teachers plan detailed lessons that are well matched to curriculum standards. Teachers typically use a range of resources, especially technology, to create a positive learning climate and to help students to learn.• Teacher-student interactions are positive, and the majority of students are engaged effectively in lessons. Teachers sometimes do not use targeted questioning well enough to check students' understanding and to extend their learning.• Teaching strategies provide support and challenge to meet the needs of different groups of students. However, at times, the support for students with special educational needs and challenge for high-attaining students is inconsistent across the school. Where students learn well, they acquire subject-specific and learning skills, through research and strategies such as using mind maps.• Teaching is usually effective in promoting critical thinking and innovation, especially through the use of learning technology. This enhances students' learning as they develop greater independence and the appropriate knowledge, understanding and skills they need in preparation for external examinations. | | | | |
| Assessment | Acceptable | Good | Acceptable | Good |



- Internal assessment processes are consistent, thorough and in line with curriculum requirements. They provide useful information about students' progress. The school benchmarks outcomes using a range of external national and international data. This provides diagnostic information about students' current and predicted levels of attainment and is used by leaders to understand patterns of performance across the school.
- Most teachers use assessment information to inform their lesson planning. However, there are inconsistencies in how well teachers use assessment information to match the delivery of lessons to the needs of different groups of students, especially in Primary and Middle.
- Teachers have a good knowledge of the strengths and weaknesses of individual students in Primary and High. They ensure that technology is used effectively to support students' learning. Sometimes, support for students who have special educational needs, or for high-attaining students, is not effective enough.

Areas of Strength:

- Teachers' secure knowledge of their subjects, and their use of new technologies.
- The school's use of student data and comprehensive analysis of patterns and trends.

Areas for Improvement:

- Teaching strategies to meet the needs of all students, especially students who have special educational needs.
- The effective use of assessment data in lessons by teachers to inform teaching.

PERFORMANCE STANDARD 4: CURRICULUM

| Indicators: | FS | Primary | Middle | High |
|--------------------------------------|-----------|-----------|-----------|-----------|
| Curriculum design and implementation | Very Good | Very Good | Very Good | Very Good |

- The curriculum is very good overall. Curriculum design and implementation are very good, and the curriculum has a clear rationale. It is suitably broad and balanced. A particular feature is the integration of technology within the curriculum. Leaders have ensured a successful transition to the requirements of the UK National Curriculum, and the school complies with statutory requirements.
- The curriculum is effectively planned to ensure progression and good continuity of learning. Students are very well prepared for the next phase of their education in school and beyond.



Awareness of different career paths and the development of 21st century skills are integrated into the curriculum.

- The range of curricular choices is targeted at developing students' interests and aspirations. The school provides consultations and advice to help older students in their decisions about subject choices.
- Cross-curricular links are meaningfully and carefully planned for all subjects. The school timetable has an extensive range of activities, projects, clubs and other activities to meet the needs, interests and aspirations of all students.
- The school conducts regular reviews and develops the curriculum systematically to meet the academic needs of almost all students.

Curriculum adaptation

Very Good

Very Good

Very Good

Very Good

- The curriculum is successfully adapted to meet the needs of almost all groups of students. Sometimes these adaptations are not as effectively implemented in lessons for a few students, such as those who have special educational needs. Challenge for high-attaining students is sometimes inconsistent in lessons.
- The curriculum is imaginative and provides a wide range of opportunities and enriched experiences for students. Their personal and academic development is successfully promoted through a variety of extracurricular activities. Students take part in a range of opportunities which promote enterprise, innovation, creativity, and social and cultural contributions.
- Through a coherent and integrated approach, students are helped to develop a broad understanding of the UAE's values, culture and society throughout the curriculum. Links to UAE culture and values are clearly evident in lessons, assembly programmes, the displays and settings in the corridors and classrooms.

Areas of Strength:

- The school's successful transition to the UK National Curriculum.
- The wide range of curriculum choices and activities which enhance students' learning.

Areas for Improvement:

- Modifications to the curriculum to meet the needs of all students.
- Implementation of the curriculum to support the learning of students who have special educational needs.



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

| Indicators: | FS | Primary | Middle | High |
|---|------------------|------------------|------------------|------------------|
| Health and safety, including arrangements for child protection /safeguarding | Very Good | Very Good | Very Good | Very Good |
| <ul style="list-style-type: none">• The overall protection, care, guidance and support of students is very good across the school.• The health and safety arrangements, including arrangements for child protection, are very good.• All staff are aware of safeguarding procedures including child protection and understand the procedures should they suspect abuse.• The school ensures the safety of students through CCTV monitoring, highly effective supervision of corridors and school transportation. Record keeping is thorough and up to date. Students feel safe and well cared for in school, the school is clean and safe. There are ramps and elevators to ensure access.• Healthy living is promoted through sessions on healthy eating and cross-curricular themes. The nurse contributes to school assemblies, with presentations about healthy lifestyles. There are regular physical, eye and dental check-ups, and the welfare and wellbeing of students is carefully monitored. | | | | |
| Care and support | Very Good | Very Good | Very Good | Very Good |
| <ul style="list-style-type: none">• The care and support for students is very good.• Relationships between staff and students are courteous and positive. Systems for behaviour management at the school run smoothly and effectively.• Daily attendance is managed by heads of departments. The processes for managing school attendance and punctuality are robust and rigorous.• Procedures for the identification of students with special educational needs are well-managed and effective. However, the support in lessons for students with special needs is sometimes inconsistent across phases and subjects. The identification of gifted and talented students is also effective, but students are not always provided with sufficient challenge and extended activities in lessons. Provision for gifted and talented students outside of lessons, such as through extra-curricular and enrichment activities, is very good.• Students' wellbeing and personal development are checked carefully to promote their social, physical and emotional development. Career guidance, including links to higher education, supports the ambitions and aspirations of older students. | | | | |
| Areas of Strength: | | | | |
| <ul style="list-style-type: none">• Arrangements for safeguarding students, and for encouraging good attendance. | | | | |



- Staff-student relationships, and the promotion of healthy lifestyles.

Areas for Improvement:

- Support provided in lessons for students with special educational needs.
- Consistency of challenge and support for gifted and talented students in lessons.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

The effectiveness of leadership

Good

Self-evaluation and improvement planning

Good

Partnerships with parents and the community

Very Good

Governance

Very Good

Management, staffing, facilities and resources

Very Good

- The overall quality of leadership and management is good.
- The principal and senior leaders are dedicated to the achievement of the school's vision to provide a modern, innovative, pioneering and interactive education. School leaders are fully committed to the UAE national priorities and to being an inclusive school.
- School leaders are forward thinking and innovative in their approach to learning, and they actively seek out the latest evidence about how to help students to learn well. Leaders have embraced the use of artificial intelligence (AI) software in classrooms and across the school. However, leaders are not yet systematically evaluating the impact of this approach on students' learning.
- Relationships among and between staff, teachers and students throughout the school are very respectful and professional. There is an appropriate delegation of leadership responsibilities.
- Leaders at all levels demonstrate a clear understanding of the school's priorities and next steps. They ensure compliance with statutory requirements and demonstrate good capacity to continue to improve the school.



- All stakeholders are fully involved in the school self-evaluation process and there are clear priorities set for the school's journey of improvement. These match the UAE National Agenda priorities as well as embracing the UNICEF environmental and sustainability goals.
- The school's self-evaluation judgements are generally accurate, but leaders' evaluation of the impact of teaching on learning is too generous. This is because the processes for monitoring teaching are in place, but the approach to evaluating learning in lessons is inconsistently applied by middle leaders.
- Improvement planning is comprehensive and informed by self-evaluation. It includes ambitious goals, which build on the improvements already in place. There has been important and sustained improvement across most areas of the school since the previous review in 2018.
- The school works very effectively to gain the support and engagement of parents in their children's education. Parents regularly support school activities, festivals and careers guidance events. Parents are appreciative of the engagement with the principal and with staff through, for example, regular parents' meetings. Reporting is frequent and consistent. There are a good range of partnerships which support the school in its improvement.
- The governing body is fully involved in supporting and advising on the school's improvement journey. They are very effective in monitoring and challenging the performance of the school. They have a positive impact on improvement at the school, and on the facilities and resources provided.
- The school is managed very effectively on a day-day-basis. It is fully staffed. All teachers are suitably qualified and benefit from training in practices that enhance students' learning in the classroom. The premises are spacious, well-maintained and provide a stimulating learning environment for students. Classrooms and corridors are adorned with a wide range of impressive examples of students' work and celebrations of their successes. Sports facilities are extensive and well-equipped.
- The wide range of resources, including extensive digital software and devices, support learning well. The overall learning environment for FS, including both indoor and outdoor equipment and resources, provides an exciting and creative foundation for the youngest students.

Areas of Strength:

- School leaders' commitment to the UAE national priorities and their implementation of technology and innovation across the school.
- The governing body's very effective monitoring and challenge for the performance of the school.

Areas for Improvement:

- Middle leaders' rigorous monitoring of the quality and impact of teaching on student learning.
- Senior leaders' systematic monitoring of the use and impact of teaching software on learning.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has 17 Arabic First Language (AFL) teachers and six Arabic Second Language (ASL) teachers. Arabic is provided for 2066 students from Years 1 to 13, teachers have between four and eight classes. The teacher/student ratio is approximately 1:22 per class.
- The school is fully aware of and supports the Arabic targets in the UAE National Agenda with the subject integrated into relevant topics. The library has approximately 400 Arabic fiction and non-fiction books, including dictionaries, children's stories and Arabic language resources.
- A wide range of activities occur each year including National Day and other national commemorations. There are also assemblies dedicated for non-Arabic students where they demonstrate their fluency in the language. Students have also produced many models of famous UAE buildings and provided commentaries in Arabic about them.
- Parents have access to Arabic teachers should they have any concerns about their child's progress in the subject and parents attend formal parent and teacher meetings with staff twice a year.
- The school uses a wide range of communication channels to provide information on the subject to parents including social media, telephone and email. Arabic teachers also deliver extra lessons at weekends and early morning sessions at school.

The school's use of external benchmarking data

- All students at the school sit external assessments, either as external examinations, international assessments or as diagnostic tests. External examinations include the Cambridge iGCSE, AS and A Level. As prescribed by the National Agenda requirements, benchmarking assessments include CAT4, TIMMS, PISA and PIRLS. The school also undertakes a phonics screening test. This year the school is preparing students for the UK Year 6 SAT assessment. Year 13 Emirati students sit EMSATs as part of their preparation for university entrance in the UAE.
- The school uses CAT4 as a diagnostic tool. Results are used to inform adaptations in lesson delivery and curriculum design.
- Parents are kept fully informed of all tests to be carried out and the outcomes for their children. Parents are not charged additional fees for the tests.
- All the assessments are fully resourced with information packs for students and parents, along with practice assessments. Teachers attend workshops to improve their understanding of the assessments and how to interpret and use the results. Students are made familiar with the structure and timing of the assessments.

Provision for KG

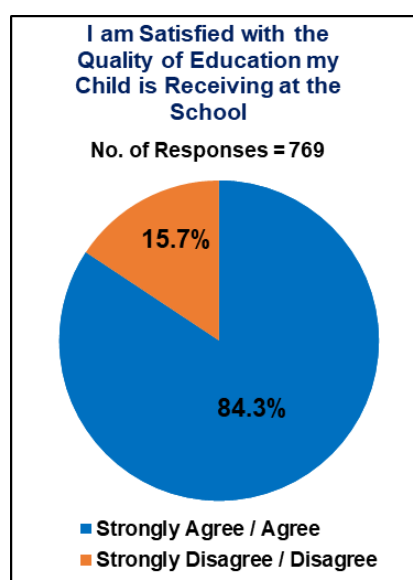
- The Foundation Stage comprises nine teachers and 11 teaching assistants. The ratio of teachers to children is 1:24.
- The learning environment for each classroom includes a number of learning centres: a reading area with a range of English and Arabic books, an exploring area, an art corner, a role play area



and a literacy area. There are many resources to support numeracy. Children also have access to digital devices.

- The outdoor environment includes large play activity structures, which support children with their physical development and motor skills. There is a soft covering for the whole floor. Every classroom has a balcony with resources to develop children's sensory skills.
- When children enrol, they are invited to the school to meet their teacher and familiarise themselves with the school and the FS area. Parents are provided with information on uniform, and other important school information. Parents also receive a weekly curriculum plan which covers the main themes of the month.
- The school provides a progress report each term, reporting on literacy and numeracy development, physical and emotional development, personal hygiene and behaviour in school. Parents have access to contact staff and the school to discuss any academic or personal development issues.

VIEWS OF PARENTS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve the impact and effectiveness of the monitoring of teaching, by:
 - providing relevant professional development for middle leaders.
 - embedding a more rigorous system for the evaluation of subject performance, particularly in Arabic medium subjects.
 - ensuring lesson observations focus more rigorously on the impact of teaching on students' learning and progress.
 - ensuring middle leaders provide appropriate subject-specific support and guidance for teachers.
- Further improve the consistency and quality of teaching, by:
 - planning lessons that focus clearly on learning outcomes and students' progress.
 - ensuring lessons provide opportunities for assessing students' success in learning.
 - ensuring teachers use questions more effectively to assess understanding.
 - using assessment data more effectively to meet the needs and aspiration of all students, including those who have special educational needs.
 - ensuring lessons consistently provide challenging work for high-attaining students.
 - identifying the most effective teaching approaches across the school and sharing these to promote greater consistency.
- Provide more effective classroom support for students with special educational needs, by:
 - ensuring high-quality and targeted training for staff in strategies for supporting students.
 - monitoring the quality and effectiveness of these support strategies.

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 2 months of the publication of this report. 4 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 3 weeks of receiving this report.