



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Masar Private School
19 - 22 February 2024

**Overall
Effectiveness:
ACCEPTABLE**





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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

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

- visits to lessons in Arabic, Islamic education, UAE social studies, English, mathematics and science, and other subjects, including lessons reviewed jointly with senior leaders of the school;
- reviewing important documents such as school self-evaluation form, 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	398	
	School location	Al Azra, Sharjah	
	Establishment date	2020	
	Language of instruction	English	
	School curriculum	American Californian Common Core State Standards	
	Accreditation body	-	
	Examination Board	Advanced Placement (AP)	
	National Agenda Benchmark Tests/ International assessment	PISA TIMSS, PIRLS, MAP, EmSAT, TALA, Mubakkir	
	Fee range	22,600 - 38,600 AED	
	Principal	Manaad Saffarani	
	Chair of Board of Governors	Bassam Ismaili	
Staff	Total number of teachers	92	
	Total number of teaching assistants	46	
	Turnover rate	3.5 %	
	Main nationality of teachers	Jordanian	
	Teacher: student ratio	1:14	
	Students	Total number of students	1324
		Total number of students per cycle	KG: 219 Elementary: 675 Middle: 283 High: 147
		Number of Emirati students	73
		Number of Emirati students per cycle	KG: 12 Elementary: 36 Middle: 19 High: 6
		KG: number and gender	Boys:115 Girls:104
		Elementary: number and gender	Boys:364 Girls:311
Middle: number and gender		Boys:156 Girls: 127	
High: number and gender		Boys: 91 Girls: 56	
Nationality groups		1. Egyptian 2. Jordanian	
Total number of students with special educational needs		44	



PROGRESS JOURNEY

Previous Review:	Current Review:
N/A	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 157 lesson observations, 48 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. The school was founded in 2020. This is the first full review. Students' achievement in all subjects is acceptable, except for social studies which is good and English in KG which is weak. Students' personal and social development are good, as they are supported by an effective student services department and high school office. Teaching, as in the improvement review is acceptable. Teachers' skills in the use of best practice in teaching and learning require development. Assessment processes are good and are a strength in the school. The curriculum is mapped well and in line with Californian Common Core State Standards (CCCS). Protection, care, guidance and support for students are good, as all safety procedures, including child protection, are compliant. A special educational needs (SEN) department is being developed. Leaders have established robust plans to move the school forward. These plans are now being implemented successfully in stages.

KEY AREAS OF STRENGTH:

- The plans put in place by the school leaders and governors to develop a new school.
- The well-being and support for students' personal development, especially in High.
- The processes for developing and creating the self-evaluation of the school and school improvement planning.
- The processes for the collation and analysis of internal, external and international benchmarking data.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement in all subjects across all phases.
- Teachers' understanding and implementation of best practice in teaching and learning.
- Children's learning and development in KG.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.					
Indicators:		KG	Elementary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as an additional Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
English	Attainment	Weak	Acceptable	Acceptable	Acceptable
	Progress	Weak	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	Weak	Acceptable	Acceptable	Acceptable
	Progress	Weak	Acceptable	Acceptable	Acceptable
Learning Skills		Weak	Acceptable	Acceptable	Acceptable



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is acceptable overall. In lessons and in their work, most students make expected progress. This does not fully match with the school's data which indicates very good progress across all phases.• Internal assessment data shows attainment as very good overall. This does not match with what was seen in lessons and in students' work where attainment is acceptable in all phases.• There is no external data for Islamic education. Children in KG develop their skills in memorising Surat Al Nasr accurately and building their skills to follow Islamic etiquette when reciting verses of the Holy Qur'an. In Elementary, students develop acceptable knowledge and understanding of the Prophet Muhammad's (PBUH) Seerah. Their ability to link the Prophet's (PBUH) Noble Hadeeth to the content is less well developed. In the Middle students build acceptable understanding of Islamic law and etiquettes and can define the difference between Umrah and Hajj and explain how to perform Umrah. Their ability to interpret the overall meaning of verses is less well developed. In High most students understand the prophetic approach in Da'wah and its effect on calling people to Islam, their ability relates the prophetic approach to their lives and its impact on their relationships is less developed Overall, across all phases, students' following of the correct age-appropriate Tajweed rules in recitation of verses of the Holy Qur'an is less developed.• All groups of students make expected levels of progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of Seerah.• Students' understanding of Islamic law and etiquettes.	<ul style="list-style-type: none">• Students' ability to link the Prophet's Noble Hadeeth to content in Elementary and daily life in High.• Students' ability to interpret overall meaning of verses in Middle.• Students' ability to recite verses with age-appropriate Tajweed rules.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a First Language (AFL) and Arabic as a Second Language (ASL) is acceptable. In lessons and in their work, students make acceptable progress. There are no externally benchmarked assessments in both AFL and ASL. Students in AFL take TALA and Mubakkir examinations and the school is waiting for results.• Internal assessment data indicates very good attainment in all phases in AFL, and outstanding attainment in Elementary, Middle, and High in ASL. This does not match with what was seen in lessons and in students' work where attainment was seen to be acceptable in all phases in both AFL and ASL.• Most students make expected progress overall. In KG, most children demonstrate secure phonics skills. They can identify the shapes and sounds of the letters of the Arabic alphabet. They blend letters to form words. In Elementary most students make acceptable progress in developing their listening and speaking skills. They can express their ideas clearly and make quick gains in developing their ability in reading short sentences and paragraphs. Students can recognise new vocabulary and employ it in sentences of their own. Their writing skills are less developed in Middle for both AFL and ASL. Students demonstrate acceptable levels of listening and speaking skills. They often answer curriculum-based questions with few mistakes in grammar. Students' reading and writing skills are not well developed. In High, most students demonstrate confidence in speaking while discussing unfamiliar topics, identify the elements of story, provide clear explanations and extract main ideas. Students cannot read prescribed texts fluently and accurately and this is even less well developed for ASL students as is their ability to analyse and present their ideas coherently. Students' extended writing skills are less developed for both AFL and ASL students.• Overall, most groups of students make expected progress. Low attaining students do not always make the levels of progress across all areas of study.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to read at a beginner level in Elementary.• Students' listening skills in all phases.	<ul style="list-style-type: none">• Students' reading of prescribed texts in all phases, especially for ASL students.• Students' ability to analyse and present their ideas coherently in ASL in High.• Students' accuracy in writing across all phases.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. In lessons and in their work, students make good progress in Elementary, Middle and High. This does not fully match with the school's data which indicates outstanding progress in all phases.• There are no externally benchmarked assessments in social studies. Internal assessment data shows attainment as outstanding in all phases. This does not match with what was seen in lessons and in students' work where attainment was evidenced to be good in Elementary, Middle, and High.• In Elementary the majority of students develop good knowledge and understanding of citizenship and their duties and responsibilities towards Emirati society. Their map drawing and map reading skills are less developed. The majority of students in Middle develop good knowledge and understanding of the national economy. They know the foundations and principles of the Islamic economic system and can identify related investment tools. Students' understanding of global economic systems is less secure. In High the majority of students show understanding of the factors that contributed to social change for women after the establishment of the Union. They identify the prominent leadership positions in the UAE government held by women. A few students lack the skills to express their ideas coherently.• The majority of students in all groups make good progress. Only a few low attaining students do not make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of the economy of the UAE in Middle.• Students' understanding of citizenship and their responsibilities towards Emirati society in Elementary.	<ul style="list-style-type: none">• Students' ability to draw and read maps in Elementary.• Students' understanding of global economic systems in Middle.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. In lessons and in their work, most students make expected progress in Grades 1 to 12. In KG, only a majority of children make expected progress. This does not match with the school's internal data which shows all students make very good progress in Grades in 1 to 12 and good progress in KG.• Internal assessment data indicates that a large majority of children in KG, Elementary and Middle attain levels above curriculum standards. This is not reflected in lessons or in students' work where most students in Grades 1 to 12 attain in line with the curriculum and most children in KG attain below curriculum standards. External MAP data for Grades 4 to 11 indicate that attainment is very weak in reading and acceptable in language usage. Grade 12 EmSAT results are very good.• In KG, children's language skills are developing, and they need more opportunities to speak English. Their knowledge and skills in phonics are below expectations. In Elementary, students confidently communicate with their teachers and peers. Sentence structure is not always accurate. Middle students' language skills enable them to express their ideas clearly. They use a range of vocabulary although their skills in writing for a variety of purposes are underdeveloped. In High students' understanding of literary techniques enables them to analyse literature, research topics and present their findings. Students' skills in reviewing and editing writing in all phases are limited.• Most students in Grades 1 to 12 make expected progress and below expected progress in KG. There is no difference in the progress made by boys and girls. Higher attaining students do not make progress in line with their potential.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' communication skills, especially in Elementary and Middle.• Students understanding of literary techniques in High.	<ul style="list-style-type: none">• Children's understanding of phonics and practice for English language development.• Students' regular review of their work to improve their writing in Elementary and Middle.• Students' skills in writing for a variety of purposes from KG to Grade 12.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall. In lessons and in their work, most students make expected progress in Grades 1 to 12. This does not match with the school's internal data which shows that all students make good progress in all phases.• Internal assessment data indicates that a majority of children in KG, Elementary and Middle attain levels above curriculum expectations, whilst in High a large majority attain above expected standards. This is not reflected in lessons or in students' work where most children in KG and students in Grades 1 to 12 attain in line with curriculum standards. External MAP data for Grades 4 to 11 indicates that attainment is weak. Grade 12 SAT mathematics attainment is good; EmSAT attainment is very good while advanced placement (AP) calculus assessment data is acceptable.• Children in KG learn to decompose a number by breaking it into two smaller parts and reconstructing it by adding the parts together. A few children's understanding of number is underdeveloped. In their study of number and quantity, students in Elementary can identify numerators and denominators and can accurately add fractions with similar denominators. A few students have difficulty understanding the concept of equivalence in fractions. In Middle, students can calculate probability and chance in real life scenarios and understand the basic chance values in coin tossing and dice throwing. Students in High explore sample space and use the counting principles to solve problems. A few students have difficulty applying the principles to create their own problems. In their exploration of determining concavity of function, they use algebraic skills to solve complex algebraic formulae. However, students are not always able to explain their learning.• Overall, most groups of students make at least expected progress with little difference between groups.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of fraction concepts in Elementary.• Students' capacity to solve complex algebraic formulae in High.	<ul style="list-style-type: none">• Children's understanding of number concepts in KG.• Students' understanding the concept of equivalence in fractions in Elementary.• Students' application of theory to real life scenarios so that they can explain their learning in High.



Science	<ul style="list-style-type: none">Students' achievement in science is acceptable overall. In lessons and in their work most students make acceptable progress in all phases. This does not match the school's internal data which shows that all students make very good progress in all phases.Internal school data in science for KG, Elementary and Middle and chemistry in High indicates that the large majority of students attain at levels above curriculum expectations. A majority of students in High attain above curriculum expectations in biology and physics. This is not reflected in lessons and in students' work where most students attain in line with curriculum expectations. External AP assessment in biology for 18 students in Grade 12 was very weak. MAP data is pending. EmSAT results in 2023-24 for science were above the required level.In KG, children develop their understanding of weather. Elementary students learn about the effects of gravity, respiration and how to describe and measure a variety of materials, showing their understanding of life science. The opportunities for students to investigate for themselves are insufficient. In Middle, students discuss the effects of pollution and acid rain, factors affecting the melting point of ice and ionic bonding. In High, students learn about meiosis, reflection and refraction and factors affecting enzyme function. They can analyse information and draw conclusions, although they do not design their own investigations. The interpretation and application of science to students' lives and UAE society is insufficient.The majority of students make acceptable progress and there are no significant differences between various groups.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' knowledge and understanding of physical and life sciences in Elementary.Students' ability to analyse information, draw conclusions and communicate ideas from their experiments in High.	<ul style="list-style-type: none">Students' practical investigation in Elementary.Students' ability to design their own investigations in High.Students' ability to interpret and apply science to their lives and UAE society in all phases.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable. Internal assessment indicates very good progress in computer science and French. In lessons and in students' work most make expected progress in Middle and High in business studies and physical education (PE). Progress in art is weak, with students receiving insufficient opportunities to explore a range of materials to develop their own creative ideas.• There is no external data for other subjects. In lessons and their work, student's attainment is acceptable overall. Most students attain curriculum standards, with students attaining above the curriculum standards in computer science and French.• In computer science, students gain from investigating computer programming, linguistics and solving problems involving science and engineering. Students confidently express their ideas and thoughts in French, displaying good levels of knowledge and understanding. In music, students are introduced to a rich variety of compositions and instruments to which they respond well. In PE most students develop suitable skills. In KG and Elementary, students take part in activities that develop skills of balancing, catching and running. Space and lesson management inhibits all groups of students' ability to take part in a comprehensive range of physical activities. Students explore the theory of art in preference to developing imaginative skills. Students do not develop their creativity or use a wide range of resources or media.• Overall, all groups of students make acceptable rates of progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' skills in investigating computer programming in computer science across all phases.• Students' ability to express and share their thoughts in French across all phases.	<ul style="list-style-type: none">• KG children and students' access to a variety of physical activities to broaden and stretch their skills in PE.• Students' use of a wide range of materials and creative activities in art across all phases.



Learning Skills	<ul style="list-style-type: none">• Students learning skills are acceptable overall, but weak in KG. Students have positive attitudes towards their learning. Learning skills are stronger in High where students' development of their skills in critical thinking and problem-solving are better.• Most students have positive attitudes to their learning and develop independent learning skills when provided with an appropriate range of tasks that enables them to stay focused on their work. In KG and Elementary, the choice in learning decreases with students relying too heavily on the teachers' input.• In High, students work well in small groups and collaborate, communicating ideas with teachers and peers. They contribute and are eager to participate in lessons. In KG and Elementary, a few students lack motivation and are easily distracted and do not always understand the importance of listening to each other to make meaningful contributions.• Students acquire knowledge and skills from a range of contexts and transfer their learning and skills with support from the teachers. In KG predominantly but across all phases, children's and students' thinking skills are not well developed and so students struggle to find things out and solve problems for themselves.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' positive attitudes towards their learning across the school.• Students' collaborative working, communicating their ideas with teachers and their peers in High	<ul style="list-style-type: none">• Children's communication of their learning in KG.• Students' use of thinking skills to find and solve problems in all phases.



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

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

Indicators:	KG	Elementary	Middle	High
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">• Most students have positive attitudes to their learning and respond well to critical feedback. They are keen to share their learning.• Students are aware of the rules. Students' behaviour throughout the school is generally positive. A few boys in Elementary and Middle show less self-control. Students readily help others in need. Relationships between students and with staff are courteous and respectful. Students willingly accept and provide support to students with SEN.• Students understand healthy lifestyles and make sensible lifestyle choices, participating in sporting events and health awareness seminars.• Students are happy to come to school. Attendance is very good at 96%. Almost all students arrive at school and to their lessons on time.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">• Students across all phases demonstrate a clear appreciation and understanding of how Islamic values influence contemporary UAE society. That is evident in the Islamic education lessons and in activities where students recite the Holy Qur'an and the Noble Hadeeth in assemblies and at prayer times. They celebrate Islamic events and competitions. They demonstrate values, such as tolerance, respect, humility, honouring parents and service to others.• Students are knowledgeable and appreciative of the heritage and culture that underpin contemporary life in the UAE. Students participate in a range of cultural activities, for example National Day, Martyrs' Day and Flag Day.• Students have insufficient understanding of their own cultures. They participate in United Nations and Global Day. Their understanding and exposure to other world cultures is also insufficient.				



Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Students take responsibility as members of the school community. Older students take leadership roles across the school. An increasing number of students volunteer, making positive contributions to the school and the local community. For example, 'Masar Helping Hands' and cooperating with the Emirates Red Crescent to support the Syrian earthquake victims.• Students take advantage of a variety of innovation and enterprise activities, with the AUS Sharakah Programme, the Mastermind national training programme, and a net zero schools initiative with the Abu Dhabi National Oil Company.• Students take reasonable care of the school's environment. Students' awareness of global environmental concerns is growing, using their learning on reducing, reusing and recycling.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' knowledge and understanding of Islamic values.• Students' participation in a range of initiatives.• Students' attendance.				
Areas for Improvement:				
<ul style="list-style-type: none">• The behaviour of a few boys in Elementary and Middle.• Students' understanding of their own and other world cultures.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	KG	Elementary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable

- Most teachers in Grades 1 to 12 have secure knowledge of their subjects. Teachers in KG have less secure knowledge. A lack of understanding about how children and students learn best means that most teachers teach to the curriculum rather than meeting the needs of learners in all phases.
- Some lesson planning is effective, particularly in mathematics whilst it lacks clear focus on students' learning objectives and the steps needed to achieve them in other subjects.
- There are good teacher and student relationships and interactions are positive. These relationships do not often encourage students to engage in meaningful discussion and debate. Teachers' questions are too often closed and lack challenge, except in High where students are presented with questions which promote reflection and thoughtful responses.
- Most teachers have an awareness of the individual differences between students, but they do not teach to meet their needs. In some lessons, differentiation is achieved through the use of similar tasks. Tasks often lack challenge for the high attainers and fail to engage the low attaining students.
- Lesson plans often include critical thinking activities, although higher order thinking skills are not present in lessons in Elementary and Middle. Teachers provide some opportunities for communication and collaboration in paired and group work. The use of problem solving, and innovation is limited. Students and KG children have insufficient time for independent learning and exploratory tasks.

Assessment	Good	Good	Good	Good
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- Internal assessment processes are comprehensive, coherent and consistent. They are accurately linked to the school's curriculum and provide reliable information to promote



social, personal and academic achievement. The processes are designed to better align data with other assessment results and to give a more valid picture of students' progress.

- The school accurately benchmarks students' attainment against international standards and uses the data to compare with other assessment information. It uses the information effectively to identify levels of performance in skills and knowledge and to plan support where there are gaps in students' learning. Assessment data is analysed accurately and provides information about students' progress. Data is shared with teachers to monitor students' progress by grade.
- The school's assessment team has developed systems for teachers to plan lessons based on the analysed data, although teachers do not use this effectively yet. The implementation of modifications to lessons varies in consistency across the school and practices are not yet embedded sufficiently to impact positively on improvement in teaching and learning across the school. Teachers have reasonable knowledge of their students' strengths and weaknesses. Students receive insufficient oral and written formative feedback. Self- and peer-assessment processes are used only in the better lessons.

Areas of Strength:

- Good teacher and student relationships and interactions.
- The processes for internal and external assessment.
- Benchmarking against internal, external and international data.

Areas for Improvement:

- Teachers' lesson planning that includes how objectives are to be met and use of differentiation to meet individual needs of all students, especially in KG.
- The effective analysis of data and consistent use to improve students' outcomes.
- Teachers' consistent use of oral and written feedback that enables students to understand their progress and the next steps that they need to take.
- Teachers' use of self- and peer-assessment so that students can share their learning.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	KG	Elementary	Middle	High
Curriculum design and implementation	Weak	Acceptable	Acceptable	Acceptable

- The curriculum provides a balance through the implementation of California Common Core State Standards, (CCCS), including ELD, (English Language Development), Next Generation Science Standards (NGSS) and Ministry of Education requirements for Arabic medium subjects. It has recently been fully mapped with the scope and sequence for all subjects. The KG curriculum currently limits children's learning experiences.
- In most phases the curriculum effectively develops the skills required for the next stages of education, including for those moving on to higher education. In KG, progression requires further planning to ensure that children's' learning and development is not slowed. In lessons, cross-curricular links and real-life examples successfully ensure transfer of learning between different subjects.
- Ongoing reviews maintain alignment but only some adaptation of the curriculum takes place to inform lesson planning, for example in mathematics subject leaders and the review team monitor feedback from teachers and make changes as required.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
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- Curriculum adaptation is broadly acceptable across all phases, though differentiation to meet all students' needs, is not yet in place and, high attaining students do not receive sufficient challenge, as a result. The same curriculum is often applied to all groups of students, although there are modifications for SEN students in core subject lessons in Elementary.
- Across all phases, students have insufficient opportunities to participate in co-curricular and extra-curricular activities. Too few opportunities for students to engage in activities that promote enterprise, innovation and creativity are included across the curriculum.
- The school actively supports UAE society and traditions. Teachers' questions in lessons are frequently based on aspects of the UAE and links are made to the UAE context. Teachers usually include these questions in their planning.

Areas of Strength:

- Cross-curricular links and real-life examples successfully ensure transfer of learning between different subjects.
- The promotion of UAE culture in lessons.



Areas for Improvement:

- Implementation of curriculum modification in all lessons to better meet the needs of all learners.
- The curriculum in KG so that children make the progress of which they are capable.
- Opportunities for the development of students' skills in enterprise and innovation across all phases.



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

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

Indicators:	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
<ul style="list-style-type: none">The school has rigorous child protection and safeguarding procedures and policies in place which are shared and understood by all stakeholders. Staff receive training and students are aware of the procedures and how and whom to contact if they have any concerns. The school has a caring ethos. The school is safe and secure, and staff are proactive when students arrive and depart from the school. A register of all visitors to the school is maintained.Records of incidences and follow-up actions are accurate and indicate that regular risk assessments are conducted. The maintenance of school equipment and premises is effective. Evacuation drills are regular, the most recent taking four minutes to complete. Fire extinguishing equipment is serviced regularly, and evacuation signage is clear. The school has purchased a new fleet of buses, and the school transport safety procedures are thorough and effective. The school's premises and facilities are appropriate for all students, providing access for all, including those with mobility difficulties. Classroom spaces and playground areas are adequate if small, creating extra challenges for active learning, play, group work and collaborative learning.The nurses and doctor contribute to the promotion of the school's healthy lifestyles programmes. They engage with students, ensure canteens are operated hygienically, monitor the quality of food and have conducted successful health awareness projects.				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">Relationships between students and adults are good. Teachers and supervisors are visible and interact well with students during break times and between lessons. A few students, mostly boys, lack self-discipline in their interactions with some duty staff.Students' attendance and punctuality are monitored throughout the day. The school has effective monitoring, communication and follow-up processes with parents to maintain good attendance and punctuality. A few students arrive late to morning assemblies.The school follows appropriate systems and procedures for identifying students with SEN. The school has initiated a comprehensive policy to identify and support students who are gifted and talented (G&T). This process has not yet been implemented.				



- The school's SEN department is well-staffed and supports SEN students in English, mathematics and Arabic. There is also a speech therapist and a counsellor, both of whom provide extra support. The school devises individual education plans (IEP) for identified students and organises additional support lessons. Detailed records of students' work are kept. Shadow teachers provide active support during lessons. Teachers do not always include differentiated learning activities in their lessons for these students.
- Support for students in their preparation for their next stage in education, training or employment is very comprehensive. The students' academic services department coordinates a range of initiatives, including hosting university fairs, careers guidance counselling and extensive preparatory examination support. The school organises visits from and to different universities and colleges and alumni.

Areas of Strength:

- Child protection and safeguarding procedures.
- Support and guidance for students in High.

Areas for Improvement:

- Students' punctuality for assemblies.
- The consistent management of behaviour around the school, especially that of boys.
- The identification and support for G&T students.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

- School leaders have set a clear, inclusive vision and mission based on UAE priorities to develop a generation who are confident global leaders. The leaders have set up a system of educational distributed leadership, which promotes heads of departments and teachers' accountability for their own professional development, including best practice in teaching and learning, curriculum and assessment. Whilst this initiative is well-structured, strategic and promotes a learning community, its impact on students' achievement needs considerable further development because not all students' needs are met in lessons. The senior leaders are strategic and demonstrate that they have the capacity to develop the school. They have a clear understanding of what needs to be done based on a needs analysis for a new school, self-evaluation and school improvement planning. They are addressing matters systematically and the process is aimed at good quality outcomes, though these are yet to be fully established.
- Aspects of the school have been developed, numerous plans are in place and the school has made good progress from its start. The assessment processes are especially well developed. They are yet to have a demonstrable impact on students' outcomes, but processes are in place to raise standards and the school is now fully compliant with requirements.

Self-evaluation and improvement planning

Good

- Leaders have built an innovative system for self-evaluation that covers all aspects of school life and includes surveyed views of parents and students. The school has incorporated analysis of internal and external data, although the judgements are not always realistic. A self-evaluation conference is held to draw all the data together, check for consistency, identify key priorities and inform the school improvement plan. The processes for developing and creating the school's self-evaluation and improvement planning are a strength of the school. Some targets have been met such as those from the previous improvement review visit in 2022. Child protection and other policies are now securely in place, lessons are observed and monitored, although there has yet to be sharper focus on developing best practice. Approaches to meeting the needs of all students are developing but are not being



addressed consistently in lessons, though students with SEN are guided by a support teams. Overall, sustained progress has been made since the school opened.	
Partnerships with parents and the community	Acceptable
<ul style="list-style-type: none">• Parents are involved in their children’s learning, especially in KG. They are frequently surveyed on their views, and these are taken into consideration and acted on. The parents’ council is active, meets regularly and parents’ views are part of the self-evaluation process. Parents feel their children are safe and protected in school.• Contributions are made by the school and supported by parents for disaster funds and local charities. Parents support events such as Global Day, National day and sports day. There are inter-school links but no established links with international communities.	
Governance	Acceptable
<ul style="list-style-type: none">• The small body of governors are represented by the owners, a parent and a former principal with school leadership expertise. They receive reports from school leaders on actions and students’ achievements, feedback their views and offer suggestions on improvements or next steps. They hold leaders responsible for meeting outcomes, especially in aiming for higher students’ achievement. They are aware that the process takes time to embed in a new school. Governors have a realistic view of the school. They know its areas for development and rely on the school to carry out the necessary actions. They ensure that all legal requirements are met.	
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none">• Daily routines are effective, and the school day runs smoothly. The process for employing staff ensures that all are appropriately qualified and experienced. The premises are appropriate for learning. The management of the large numbers of students circulating in corridors needs improvement. Some Elementary and Middle classrooms are overcrowded. There are adequate facilities for science, computing and sport. Resources are adequate, although teachers do not always use them in lessons.	
Areas of Strength:	
<ul style="list-style-type: none">• The sustained progress made by the school to address areas of development.• The processes for developing and creating the self-evaluation and school improvement planning.	



Areas for Improvement:

- The development of best practices in teaching and learning across all phases.
- The measurement of the impact on students' achievement in teaching and learning.
- Practices and processes to address the needs of all groups of students in lessons.
- The movement of students in corridors to ensure safety.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 14 teachers of Arabic for Grades 1 to 12 and 5 teachers in KG. There are 11 assistants of whom 5 majored in Arabic. The teacher-student ratio is 1:69.
- The library contains 353 Arabic fiction books and 350 non-fiction books.
- Reading sessions in all phases start with a reading slide in line with the appropriate reading levels, followed by silent or class reading. Some reading sessions are in the library for access to Arabic books. ASL learners are provided with books with translations into their own language.
- Students have participated in competitions in school for reading and writing competitions. They have also taken part in inter-school short story competitions. The school came third in the AL Ghaf tree competition in Sharjah.

The school's use of external benchmarking data

- 93% of students selected by SPEA sat the TIMSS assessment in 2023; results are pending. 39 students in Grade 5 took the PIRLS assessment in 2021, the results received in 2023 were 464 which is below the UAE average of 483 and the USA average of 480. 100% of students selected by SPEA in Grades 4, 6 and 8 took PISA in mathematics in 2022. Results are pending. Student numbers increased by 1000 by 2023-24. Grades 4 to 10 have taken MAP growth assessments in reading, language usage and mathematics since 2021 onwards. Results show weak growth patterns overall and very weak in reading. However, after the school put an improvement plan in place, there has been between a 15 to 20% increase in the scores overall, above expectation from autumn to winter in 2023-24 for Grades 4 to 11. Students took the MAP growth in science for the first time this winter. Results are incomplete. 18 students in Grade 12 took the AP in biology and the results were very weak. EmSAT was taken by 17 students in 2023-24 and all students achieved above the required level in English, mathematics, physics and biology. SAT assessments in 2023, taken by 18 students in Grade 12 in mathematics were good. IBT in Arabic is currently being piloted. TALA anal Mubakkir results are pending. The school is compliant with SPEA requirements.



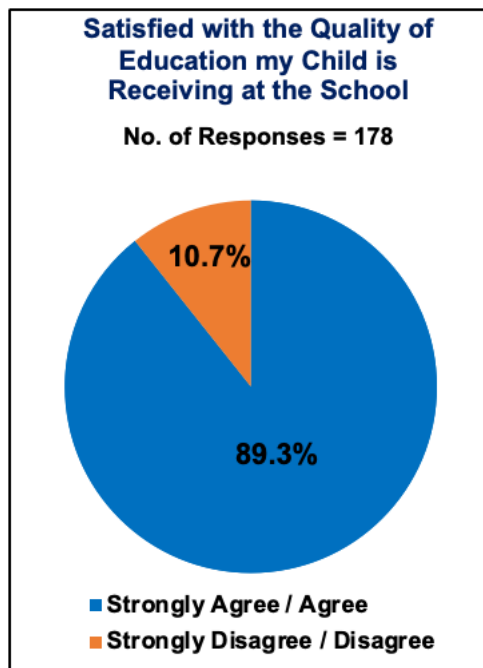
- The school has raised awareness of the need for a motivated approach to MAP growth assessments. Specific questions and practices based on the required skills are being integrated into lessons. The school has implemented a full improvement plan for PIRLS in English lessons. There are intense sessions on preparation for EMSAT examinations in Grade 12, supported by the high school office.
- Results are communicated to students through the school. Teachers review and monitor these and set motivational targets for students.
- Parents are informed of the results which are discussed at the parent and teacher meetings. The importance of these assessments is emphasised, especially in MAP growth and international benchmarking.

Provision for KG

- There are 219 children within the KG phase, 4 KG1 classes and 6 KG2 classes. There are 11 classroom teachers and 11 teaching assistants, providing a teacher to child ratio of 1:20.
- The classrooms are small and restrictive, with no opportunity for self-chosen independent learning and discovery. Children have access to an indoor play space and an outdoor area to promote physical skills.
- All KG parents are invited to an orientation week at the beginning of the academic year to ensure a smooth start to school for families. Parents are invited to share any concerns they have about their child and receive an academic report three times a year.
- All new KG parents are invited to an orientation day and are invited to stay with their children to help them settle in when they start. Information is gathered about each new child and shared with the teachers to ensure a smooth start to school. Transitions to Grade1 are not completed.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise students' achievement in all subjects across all phases by:
 - planning lessons with progression clearly linked to next steps in students' learning.
 - ensuring all teachers have high expectations about what all students will achieve in their lessons.
 - implementing differentiation and challenge for high attaining students and appropriate support to meet all student needs.
 - giving clear instructions to students, using modelling and checking their understanding.
 - providing personalised feedback to students based on lesson objectives.
 - giving students' time for self- and peer-assessment so that they can share their learning.
- Improve teachers' understanding and implementation of best practice for teaching and learning by:
 - ensuring that teachers know how students learn best and adapting approaches to matchmaking sure that lesson plans take full account of all students' needs.
 - planning and providing lessons which engage all students in a range of activities.
 - using time and resources effectively to improve learning.
 - using formative assessment with well-focused probing questions.
 - improving students' engagement by using a range of skills in lessons.
 - providing students with constructive and helpful feedback to inform their next steps in learning.



- Improve learning and development in KG by:
 - ensuring teachers understand how children learn best and making sure their approaches foster children's good development across all the areas they experience.
 - ensuring children practice their language skills by listening to and speaking English more regularly.
 - focussing attention on promoting children's understanding and use of phonics.
 - widening children's understanding of number concepts.
 - providing time and opportunities for children to experience self-chosen independent learning and exploratory tasks.
 - promoting children's thinking and problem-solving skills.
 - planning the curriculum to ensure that all children benefit from well-planned leaning experiences that maximise their achievement.



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

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

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

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