



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**WESGREEN 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 four-day review. It identifies strengths and areas for improvement along with strategic recommendations intended to help the school bring about its own improvement.

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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

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

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



SCHOOL INFORMATION

School	School ID	130	
	School location	Muweilah Commercial, Sharjah	
	Establishment date	1991	
	Language of instruction	English	
	School curriculum	UK	
	Accreditation body	BSO, BSME, Cambridge UK	
	Examination Board	Cambridge	
	National Agenda Benchmark Tests/ International assessment	IGCSE, AS, A Level PISA, TIMSS, CAT4, EmSAT, GL Progress tests	
	Fee range	AED 19,000 to 47,465	
	Staff	Principal	Mr. James Francis McDonald
		Chair of Board of Governors	Mr Matthew Burfield
Total number of teachers		222	
Total number of teaching assistants		46 to 50	
Turnover rate		18.2%	
Main nationality of teachers		UK 70%, Indian 30%	
Students		Teacher: student ratio	1:15
		Total number of students	3358
		Number of Emirati students	1033
		Phase 1: number and gender	Total 351: Girls 178, Boys 173
		Phase 2: number and gender	Total 1757: Girls 816, Boys 941
	Phase 3: number and gender	Total 891: Girls 425, Boys 466	
	Phase 4: number and gender	Total 359: Girls 171, Boys 188	
	Nationality groups	1. Egyptian 2. Emirati	
Total number of students with special educational needs	176		

PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
ACCEPTABLE	GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 198 lesson observations, 53 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is Good. This is an improvement since the previous inspection in 2018 where the overall effectiveness grade was Acceptable. Senior leadership in the school is good and the focus on the strategic plans involving all stakeholders has resulted in improved achievement in English, mathematics, science, and all Arabic medium subjects, across all phases. Teachers' strategies are effective in meeting the needs of students, and the external examination results for IGCSE, AS and A Level subjects range from good to outstanding. Most students move on to university. Students enjoy taking responsibility for their own learning and have positive and responsible attitudes. They live safe and healthy lifestyles. The school has very good facilities and provides a very safe, hygienic, and secure environment which effectively supports students' learning.

KEY AREAS OF STRENGTH:

- The vision and strategic direction of the leadership team.
- Improved achievement in all subjects across most phases.
- Students' personal and social development and the arrangements for their protection, care, guidance, and support.
- The positive relationships among staff and students.

KEY AREAS FOR IMPROVEMENT:

- Build upon the significant improvements in students' achievement since the last review.
- Continue to improve teaching and learning to meet the needs of all groups of students.
- Continue to build leadership capacity at all levels.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Good.

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



Islamic Education	<ul style="list-style-type: none">Students' achievement in Islamic Education is good overall. In lessons and in their work, the majority of students make good progress in all phases. This does not match with the school's internal data which shows all students make outstanding progress.Internal assessment data shows that students make outstanding attainment in all phases. This is not seen in lessons and in students' books where the majority of students attain above curriculum standards.The majority of students make good progress. In Phase 2, students learn to read and explain verses from the Holy Qur'an and Noble Hadeeth, but their reading accuracy is less well developed. In Phase 3, students gain good knowledge of Islamic values and principles. In Phase 4, most students read accurately verses from the Holy Qur'an and link them to real life contexts, but their recitation according to Tajweed rules is inconsistent. Students understand Islamic values and apply them to their daily lives successfully. However, students' explanation of age-related verses from the Holy Qur'an in Phase 2 is less well developed.Overall, the majority of groups make better than expected progress although higher-attainers are not always challenged sufficiently in lessons.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' application of Islamic values in their daily lives.Students demonstrate good knowledge of Islamic values.	<ul style="list-style-type: none">Students' recitation skills in all phases.Students' explanations of age-related verses from the Holy Qur'an in Phase 2.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic is good overall for both Arabic First Language (AFL) and Arabic Second Language (ASL). In lessons and in their work, the majority of students make better than expected progress in reading, writing, speaking and listening. This does not match the school's internal data which shows all students make very good progress in AFL and acceptable progress in ASL.School internal and external data shows that attainment is very good in AFL and acceptable in ASL. However, this is not always reflected in students' work and in lessons where the majority of students attain above curriculum standards.In both AFL and ASL, the majority of students make good progress in Arabic language skills when compared to their starting points. For example, in Phase 2 AFL students can write letters, copy words or phrases with neat handwriting, and read lengthy texts fluently. In ASL, students read texts with effective articulation and intonation and have good sentence construction and cohesion, as well as reading comprehension skills. For example, they can read a text on the board and use in full sentences. In Phase 4, AFL listening and writing skills are above expected levels. Students' independent speaking skills are less well developed across all phases in both AFL and ASL.The majority of students make better than expected progress, however higher-attaining students do not progress as well as they could, particularly in Phase 2.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' listening abilities.Students reading for comprehension.	<ul style="list-style-type: none">Students' independent and extended speaking skills in AFL and ASL.



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 across both phases. This does not match with the school's internal data which shows students make outstanding progress in Phase 2 and 3.• Internal assessment data shows students' attainment to be outstanding in Phases 2 and 3. This is not seen in lessons and in students' books where the majority of students attain above curriculum standards.• The majority of students make good progress. In Phase 2, students know and understand the UAE landscape well, but their map reading focused on the different landscapes is less well developed. They can label islands by their names on a map and share their knowledge confidently about how people move in boats when they move between islands. They can talk about the key features of the history, geography, and economic development of the UAE, however their understanding of the effects of technological developments on societies and social change over time is not as strong. In Phase 3, students demonstrate good knowledge and understanding of the UAE's environmental challenges and geographical features. Students across all phases are aware of the world's cultures and can link the demographic to the geographic location.• Overall, the majority of groups of students make better than expected progress. Higher attaining students do not progress as well as they could particularly in Phase 3.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge of the economic and environmental developments in the UAE.• Students' understanding of the geographical features in the UAE.	<ul style="list-style-type: none">• Students' understanding of the effects of technological developments on societies and social change over time.• Student's understanding of map reading.



English	<ul style="list-style-type: none">Students' achievement in English is good overall. In lessons and in their work, the majority of students make good progress in Phases 1, 2 and 3 and acceptable progress in Phase 4. This does not match with the school's internal data which shows that over time, students in Phases 1 and 4 make weak progress, students in Phase 2 make acceptable progress and students in Phase 3 make very good progress.External assessment data shows that attainment is very good in Phases 2 and 3 and weak in Phase 4. This is not seen in lessons and in students' books, where the majority of students attain above curriculum standards. In Phase 4, most students attain in line with curriculum standards.Students' progress is good overall. The majority of students make good progress in Phases 1, 2 and 3. In Phase 4 most students make acceptable progress. Children in Phase 1 use floppy phonics to learn words and sounds and speak in full sentences. This has impacted on Phase 2, where the majority of students develop good literacy skills and can use punctuation such as capital letters and full stops in longer sentences independently. Students' language skills develop more quickly in Phase 3 than Phase 4. For example, in Phase 3, the majority of students develop their extended writing, analysis, and evaluation skills well. However, Extended writing skills are less well developed in Phase 4.Overall, the majority of groups of students make better than expected progress in Phases 1, 2 and 3, from starting points. Most groups of students in Phase 4 make acceptable progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' extended writing skills in Phase 3.Students' speaking, listening, and reading skills in Phases 2, 3 and 4.	<ul style="list-style-type: none">Students' extended writing skills in Phase 4.



Mathematics

- Students' achievement in mathematics is good overall. It is acceptable in Phase 1. In lessons and in their work, the majority of students make better than expected progress with most Phase 1 children making expected progress. This is not fully aligned to the school's internal data, where progress is acceptable in Phases 2, 3 and 4.
- The attainment seen in mathematics lessons and in students' work is good overall and acceptable in Phase 1. This does not fully align with internal assessment data which shows attainment as weak in Phase 3 and very good in Phase 4. External data in mathematics shows GL Year 6 as good, IGCSE as very good and AS and A-Level as good.
- Overall, the majority of students make good progress in mathematics. Most children in Phase 1 make acceptable progress gaining knowledge of number skills, but many lack understanding of how to represent numbers in different forms, such as tally marks. Students in Phase 2 continue to make good progress in developing number skills combined with the four operations. However, a minority of students are not as confident in the use of mental mathematics strategies. At the start of Phase 3, students learn to calculate angles on straight lines and triangles. By the end of the phase, they develop mathematical strategies for finding the length of arcs of circles, this supports their mathematical thinking and geometry skills. In Phase 4, students continue to develop their mathematical thinking skills well. For example, when finding averages from frequency tables, they develop their knowledge and apply this to forces on a moving object.
- Overall, the majority of groups of students make better than expected progress in mathematics, with most groups making expected progress in Phase 1. However, high attaining students do not progress as well as they could, particularly in Phases 1 and 2.

Areas of Strength

- Students' application of operations in numerical calculations in Phase 2.
- Students' development of geometrical properties of angles and arcs of circles in Phase 3.

Areas for Improvement

- Children's understanding of the representation of numbers with tally marks in Phase 1.
- Students' confidence in the use of mental mathematics strategies in Phase 2.



Science	<ul style="list-style-type: none">• Students' achievement in science is good across all phases. In their recent work and over time in school based internal examinations, the majority of students in all phases make good progress.• Students' attainment is good across all phases. In the IGCSE Board examinations, a large majority attain levels above expected curriculum standards. This is not seen in lessons and in students' books, where the majority of students attain above curriculum standards.• Students' progress is good overall. In Phase 1, the majority of children make better than expected progress in their knowledge and understanding of life sciences. For example, they can discuss how caterpillars can cross a lake including building bridges and choosing resources. In Phase 2, the majority of students make good gains in their understanding of science theory. For example, students can explain the relation between evolution theory by Charles Darwin with that of fossils. In Phase 3 students' practical and laboratory skills develop well. For example, while investigating the concept of electron flow in circuit components. However, their skills to independently make predictions and draw conclusions need developing further. In Phase 4, the majority of students develop secure knowledge and understanding of science concepts and how these relate to the world. For example, when explaining luminosity and intensity in physical sciences. These students also gain secure knowledge and understanding when learning about the causes of extinction in life sciences. Overall, students' independent scientific inquiry and interpretation skills require further development.• The majority of groups of students make better than expected progress in science. All groups make similar progress in all phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge and understanding of life sciences in Phases 1 and 4.• Students' investigative skills in Phases 2 and 3.	<ul style="list-style-type: none">• Students' ability to draw conclusions at the end of an experiment in Phases 2 and 3.• Students' independent inquiry and interpretation skills.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good overall. The attainment in Grade 12 external examinations is good across various elective subjects overall. Students' achievement in Art, PE, Languages, and subjects is good. In lessons and students' work, the majority of students' attainment is above curriculum standards in electives and other subjects.• Students' progress is good overall. In Phase 1, children enjoy free-flow activities, drawing and colouring. Indoor and outdoor activities enable children to develop their fine and gross motor skills well. Phase 2 students can discuss the features of the 'Mona Lisa' and draw each other's faces. In Art lessons, students learn to apply shading techniques using a pencil. In ICT, students browse the internet, research facts, and create posters on internet safety. In Phase 3, students confidently exhibit higher-order technological skills as they add formulas using tools like 'Excel', to prepare spreadsheets for entering grocery bills. Students in upper Phase 3 discuss factors affecting bank statements in accounting and climate change in environment management and history lessons respectively. However, students' drama techniques, for example facial expressions, movement, and voice, are less well developed.• Overall, the majority of groups of students make better than expected progress in other subjects.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' Art skills.• Students' understanding of concepts in Environment Management, Business Studies, and Accounting.	<ul style="list-style-type: none">• Students' drama techniques for example facial expressions, movement, and voice.



Learning Skills	<ul style="list-style-type: none"> Students' learning skills are good overall across all phases. They generally enjoy learning and take increased responsibility for their learning. Students interact with each other and their teachers in a positive way. When given the opportunity, they collaborate effectively with, and support one another. For example, in science, students explain to each other the digestive system with real life examples using bananas and lemons. Across the school, students often collaborate, discuss and make connections in a lively fashion. In Phase 1, students make simple connections where they can find synonyms for mathematical terminology. Older students in English use purple pens to identify the adverbial in their sentences. Occasionally students talk fluently and at length in classroom and group discussions, especially in Phase 4. However, this does not happen consistently in all lessons and often students are passive or respond with relatively short answers. Across the school, students generally relate their learning to the world around them. For example, students make strong links to the UAE society and culture, particularly in Islamic Education. In some subjects and activities in Phase 4, students learn to think critically when working on problem-solving tasks. However, this way of working for students is not consistently apparent across the rest of the school and technology, innovation, and enterprise skills are less well developed. 	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none"> Students' engagement in lessons. Students' interaction with teachers and each other. 	<ul style="list-style-type: none"> The development of students' communication skills. Students' use of technology to support critical thinking, innovation, and enterprise skills.

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"> Overall, students' personal and social development are very good. Their innovation skills are good. The students initiated a business forum conference to showcase innovations to other schools. 				



- Students display positive attitudes to learning and develop increasing self-reliance and responsibility. They are sensitive to the needs of others, are certified to support students with mental health issues and run anti-bullying campaigns.
- Students' behaviour is very good. Students are respectful and relationships amongst students and staff are very good. The older students try to be role models for the younger students. Students demonstrate a secure understanding of safe and healthy living supported by PERMAH lessons in class where they learn about staying healthy, healthy eating, wellbeing, and physical exercise. Morning assemblies promote this, however, student-led initiatives to promote healthy living are limited. Attendance is 94% and above across all phases, which is good. However, punctuality is less consistent particularly in the higher phases.

Understanding of Islamic values and awareness of Emirati and world cultures

Very Good

Very Good

Very Good

Very Good

- Students' understanding of Islamic values and Emirati culture is very good. They have a secure understanding of Islamic values and how these influence life in the UAE. In assembly, students recite the Holy Qur'an. They also celebrate and involve themselves in a range of cultural activities, for example Flag Day, National Day, and Martyrs Day, and hold events which are initiated and ran by the students. Arabic and Islamic departments are strong across the school, this also supports students' development.
- Students are very knowledgeable and respectful of the traditions and heritage of the UAE. They are involved in a wide range of activities and represent the UAE confidently as a land of tolerance. Students pray every day in school.
- Students demonstrate a deep understanding, awareness, and appreciation of their own and other world cultures. They are keen to learn about different cultures and are involved in a range of activities such as International Day and trips to Expo 2020.

Social responsibility and innovation skills

Very Good

Very Good

Very Good

Very Good

- Students participate willingly in activities that have positive effects on the school and wider communities. Students volunteer in activities to support the local community. For example, they participate in bake sales and visit old people's homes, as they feel community work is an active part of learning. Students also train as certified mental health first aiders and support their peers. Students collect waste as part of recycling initiatives for batteries, papers, cans, and plastic.
- Students are innovative and creative, and successfully initiate and manage projects. Business students design innovative projects for the business fayres with external judges who are professionals in their field. Students' innovation skills are less evident in lessons.
- The school is very environmentally aware, they promote conservation well across the campuses. Students are nominated as 'Eco-Warrior Captains' to look after the environment and make improvements. In Phase 2, students built a gardening wall. Students hang posters, discuss issues with classes and collaborate well with everyone to improve the environment. Recycling is encouraged and there is a drive to collect and effectively dispose of waste. Competitions are held to develop sustainability and the school is working towards becoming an Eco-school.



Areas of Strength:

- Students' appreciation and understanding of Islamic values and Emirati culture and heritage.
- Students' understanding and appreciation of their own and other world cultures.

Areas for Improvement:

- Student-led initiatives to promote healthy living.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Good	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of teaching and assessment is good. Teachers have secure subject knowledge and understand how students learn. Lesson planning is consistent, purposeful and teachers create a positive environment where students are interested and successful learners. Teacher and student interactions are positive, most students are keen to learn and generally engage enthusiastically in their activities.• Probing questioning encourages student dialogue in sharing ideas and solutions to problems. The quality of questioning and dialogue in most subjects is testament to the targeted professional development provided by senior leaders in this priority area. Most teachers have effective routines that are understood and followed by students.• In most subjects, teachers plan appropriate challenge and support to meet the needs of individuals and groups of students. This is not always consistently applied in every stage of learning, for example, in Phase 2 mental mathematics, due to limited differentiation, a few students complete the task quickly whereas others lack the skills and knowledge to be successful. The development of students' critical thinking, problem solving and independent learning skills is inconsistent across the school. This is much more evident in Phases 3 and 4 lessons.				
Assessment	Good	Good	Good	Good
<ul style="list-style-type: none">• Internal assessment procedures are good overall. They are coherent and consistent across the school. Baseline tests at the start of the year lead to support plans for identified students in need of intervention, curriculum modification addresses identified gaps in learning. Phase 1 baseline is conducted through observation and dialogue with children. End of unit and termly tests provide a good measure of students' progress.• A wide range of external data enables the school to benchmark performance against international standards, these include IGCSE, AS, A-level and GL progress tests. Analysis of the data enables teachers to set improvement goals, plan interventions, and modify the curriculum for individuals				



and groups of students. Teachers have a good knowledge of students' attainment and progress. Marking is regular and teachers generally provide helpful advice.

Areas of Strength:

- Teacher and student interactions create a positive and supportive environment for learning.
- The use of internal and external assessment data analysis which provides valuable information for teachers to inform their planning.

Areas for Improvement:

- Differentiated strategies to be consistently applied at every stage of learning.
- Further development of students' critical thinking, problem solving and independent learning skills.

**PERFORMANCE STANDARD 4:
CURRICULUM**

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of curriculum design and implementation is good. The school curriculum is broad and balanced and is successful in preparing students for GCSE and A and AS level Cambridge Board examinations.• Continuity and progression of the curriculum is guided by the outcomes of baseline assessment at the beginning of the academic year and the analysis of school-based examinations. Most of the students in Phases 2 and 4 are well prepared for next phases of learning by the end of each phase.• The curriculum offers a range of language choices in Phase 3 and subject choices in Phase 4. Cross curricular links are planned in most lessons, and moral education across all phases showcases diversity through International and Flag Day and offers opportunities to talk about origins such as the ancient Egyptians and Romans, which links with History. However, the implementation of cross-curricular plans is inconsistent across phases and lessons.• The school systematically reviews the curriculum through regular departmental and cluster meetings and uses student and parent feedback. The curriculum is modified to effectively integrate innovative teaching strategies, relevant academic skills and additional curricular choices.				
Curriculum adaptation	Good	Good	Good	Good



- The overall quality of curriculum adaptation is good across all phases. The curriculum caters for the educational needs and personal development of almost all groups of students, particularly girls, boys, and Emirati students. In the majority of lessons, teaching assistants work with individual SEN students and intervention groups using an adapted curriculum.
- The curriculum is enhanced and offers a range of opportunities for participation in extra-curricular activities, such as enterprise, computer coding and robotics. However, opportunities for innovation and creativity in lessons are limited. The curriculum allows opportunities for the students to model the 'United Nations' in forming committees and decision making. There are some links established with the local community and universities.
- The curriculum effectively integrates links with Emirati and UAE culture. There are coherent links and meaningful opportunities for students to appreciate the heritage and culture of the UAE and Islamic values, for example Holy Qur'an recitation each morning. Students initiate events and celebrate Flag Day, National Day and Martyrs Day.

Areas of Strength:

- The design and implementation of an age-appropriate and balanced curriculum.
- The effective links with UAE heritage and culture across subjects and phases.

Areas for Improvement:

- Consistent application of cross curricular links in lessons across phases.

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• The overall quality of protection, care, guidance and support for students is very good.• The school's rigorous procedures for safeguarding are clearly understood by students, staff and parents and are very effective in protecting students from all forms of abuse, including the internet and social media.• The school provides a very safe and secure environment. Students are very well supervised, including on school transportation. The premises is clean and well maintained, safety checks are frequent and thorough, and the environment is very well suited to the learning needs of all.				



- Any incidents affecting students' health, safety or wellbeing which may arise, are comprehensively logged and stored securely along with detail of any resultant action taken.
- The school regards the promotion of healthy living as an important part of its provision and students take the lead in areas such as mental health, first aid and deciding on food served in the canteens.

Care and support	Very Good	Very Good	Very Good	Very Good
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- Relationships between staff and students are very effective and robust systems and procedures result in very good behaviour. High expectations from staff and parents ensure attendance is good, this is rewarded with certificates at assemblies. Punctuality is less consistent particularly in the higher phases.
- The school effectively liaises with teachers and parents to identify SEN and intervention students. Specialist staff are provided for those requiring support. G & T students are supported through extra-curricular activities; however, this is less effective in lessons.
- Students' wellbeing and personal development is efficiently monitored. Career guidance, including the use of the Uni-Frog portal and links to higher education establishments help older students to pursue their further education and career aspirations.

Areas of Strength:

- Arrangements for safeguarding students, including child protection.
- Staff and student relationships and behaviour management.

Areas for Improvement:

- Support for G&T students in lessons across all phases.
- The promotion of consistent punctuality in the higher phases.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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



- The overall quality of leadership is good. The principal and vice principal are new to the school and have a clear vision and strategic direction that is being implemented. Under their direction, the senior leadership team work effectively to ensure that the vision is shared with the school community. However, it is too soon to determine the full impact. They are committed to delivering the UAE national priorities and creating an inclusive school. They are currently working with 'small steps' inclusion center to create an integrated unit for autistic students with the intention of integration into mainstream school.
- Leaders demonstrate secure knowledge of the curriculum and best practices in teaching, learning and assessment. High Performance Learning (HPL) training is being delivered to middle leaders and the GEMS cluster group shares best practice. Leaders are establishing a positive learning culture with a clear understanding of steps required to innovate and to improve the school. There is a focus on accountability and what the school needs to achieve, morale is positive. Statutory and regulatory requirements are met.
- The school knows its strengths and areas for improvement and has identified and analysed key priorities. The SEF is a 'live' document and is updated every term to reflect results, interventions and impact. School improvement is driven through the heads of school. Plans are comprehensive and based on thoughtful self-evaluation, containing detailed actions and well-focused goals, to address the school's and the UAE's national priorities. KPI's are performance managed through the cluster lead and cascaded down through the school. The level of student achievement and the quality of teaching and learning is tracked and monitored through regular observations; however, consistency varies across phases. The school has shown sustained improvements over time in all key areas.
- The school is successful in engaging parents in supporting their child's learning. The parents focus group meet to discuss priorities and their views can influence decisions. For example, on the design of the new school uniform and the earlier buses for EYFS children. Parent and teacher meetings are held termly, reporting clearly convey all aspects of students' achievements, areas for improvement and the next steps in their learning. Parents are aware of the process and speak favourably of the additional support provided for children with special educational needs. The school is part of the GEMS cluster, they work together to raise standards and achievement.
- Governance includes representation from stakeholders, a dedicated cluster lead from GEMS Corporate Governance controls the financial budget. They work closely with the principal and provide robust accountability for the quality of the school's performance. The Local Advisory Board (LAB) are updated on the school priorities and have influence on decision making. The governing body is undertaking the development of key roles and responsibilities, specifically the LAB so they can effectively act as 'constructive critics' for the school.
- Almost all aspects of the day-to-day management of the school are very well organised. Staff are suitably qualified and attend a high level of professional development matched to the school's priorities. The school premises are well designed, and teachers have access to a range of resources to promote effective teaching and learning.

Areas of Strength:

- The implementation of the vision and strategic direction of leaders.
- The management of the day-to-day life of the school.

Areas for Improvement:



- The development of the key roles in the governing body.
- Consistent implementation of the school's monitoring strategies.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 68 teachers in the school teaching Arabic First Language and Arabic Second Language from Year 2 to Year 13. The teachers come from nine different Arab countries with 44% from Egypt. Student to teacher ratio is 1:15.
- In the Phase 1 and 2 libraries there are approximately 2,600 Arabic fiction and 503 non-fiction books and the two higher Phase libraries (boys and girls) hold approximately 1250 Arabic fiction books and 350 non-fiction books. In the high phase libraries, there is a selection of Arabic magazines and other publications. Arabic picture books are provided in Phase 1 classrooms.
- The school subscribes to the Bravo-Bravo Arabic reading platform for Years 2 to 8 Arabic First Language students and Second Language students. It covers more than 80% of the skills required and Arabic stories suitable to a student's age and reading level. Teachers track students' progress in reading the texts and answering the online quizzes.
- Speaking, reading, and listening skills in Arabic are supported in Holy Qur'an recitation and reading. Students compete in Arabic reading and poetry competitions. Primary students engage in summer reading challenges, and parents are guided on how to support their child's reading at home.

The school's use of external benchmarking data

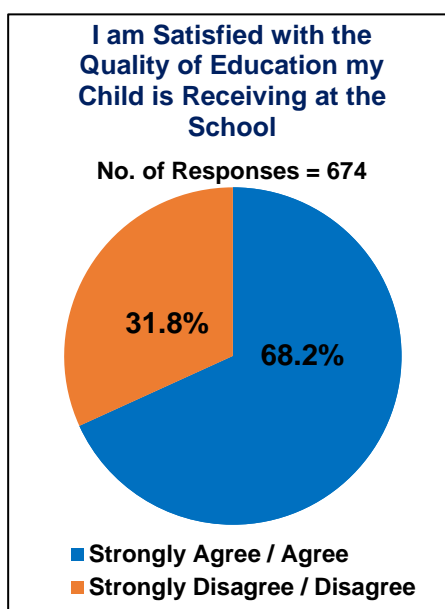
- The school makes use of a variety of external testing including: CAT4, PISA, PIRLS, TIMMS, IGCSE, AS levels, A levels, GL Progress tests and Year 1 Phonics screening tests. In 2018, 89% of students selected by SPEA participated in the PISA exam, 10% were Emirati. Scores were above the UAE average scores and above the international benchmark of 500 in reading and science. In 2019, 97% students participated in the TIMMS examination and scored significantly above the UAE and MENA averages, and top 15 threshold. PIRLS results for 2021 will be released in May 2023. Overall outcomes in IGCSE, AS and A level subjects for 2021/22 were good.
- Parents are notified of testing procedures and provided with support materials online. The curriculum is adapted, and students are coached on questioning and use of technology to prepare for tests. For example, in the Progress Test (PT) for science, termly and unit assessments are modified to include GL progress questions. For PISA examinations, the curriculum is modified to incorporate more word problems. Students are given ample time to practice questions and teachers are trained in test administration.
- Assessment information is shared with parents and students. Students are given individual feedback on areas that they need to progress in. Teachers use assessment information to adapt their planning to differentiate and meet the needs of different groups of students. Individual CAT4 and PT reports are shared with parents through the GEMS Connect Portal. International test results are shared with the students and parents once the results are published by the examination board.

Provision for KG



- The school's provision is for Foundation Stage 2 children only. There are four classes with a total of seventy-five children. The teacher child ratio is 1:12. There are four classroom assistants. The classroom assistant ratio is 1:19. The school can use staff from other areas of the school to support as interim measures if required.
- Indoor learning is supported with a resource-based room, computer laboratory, smart screens in classrooms, indoor activity halls and an 'educenter.' Outdoor resources support physical, motor, and social/play skills and there is a safe floor play area, non-grass football field, basketball and volleyball courts and sufficient outdoor spaces for other physical activities.
- Parents' and children are invited into the school prior to the start of the academic year to meet the teachers and orientate themselves around the school environment and classrooms. They are informed of the school policies and procedures. Transition arrangements involve an introduction to new teachers and students and a visit to other areas in the school's environment. The teacher shares activities and resources to be taught and practiced in preparation for the start of the new year.

VIEWS OF PARENTS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Build upon the significant improvements in students' achievement since the last review by:
 - improving extended writing in Phase 4 English, and number fluency in Phase 1 mathematics.
 - continuing the drive to improve achievement across all phases.
 - improving the consistency of the development of innovation, critical thinking, and problem-solving skills across all phases.
 - ensuring that learning objectives provide challenge and set high expectations for all students.
 - embedding 'High Performance Learning' (HPL) across all phases to strengthen and enhance teaching and learning, and student achievement.
- Continue to improve teaching and learning to meet the needs of all groups of students by:
 - ensuring that good quality feedback is provided throughout lessons to provide steps for improvement.
 - reviewing the consistency of lessons through undertaking joint observations and ensuring all observers are effectively trained and have a clear focus on student learning.
 - improve questioning skills to challenge higher level thinking, reviews, and responses.
 - improving differentiation techniques through professional development of teachers to meet the needs of all groups of students.
- Continue to build leadership capacity at all levels by:
 - reviewing middle leadership responsibilities and accountabilities in all areas of provision in need of improvement.
 - implementing the school improvement priorities and cluster goals, with identified actions and timely dates for delivery.
 - setting challenging and measurable improvement goals for all teachers, middle and senior leaders.
 - continuing to focus on a commitment to develop all staff including teaching assistants in lesson and HPL delivery, and the sharing of best practice.

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

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



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

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