



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)

Pace British School LLC
24th to 28th November 2024



إتقان ITQAN

Overall
Effectiveness
Rating
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 Students' 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	384
	School location	Muwaileh, Sharjah
	Establishment date	15/08/2019
	Language of instruction	English
	School Curriculum	National Curriculum for England (NCfE)
	Accreditation body	Cambridge
	Examination Board	Cambridge and Pearson Edexcel
	External Assessments International and Curriculum Benchmark Assessments	International General Certificate of Secondary Education (IGCSE) Cognitive Abilities Test (CAT4) Programme for International Student Assessment (PISA) Granada Learning (GL) Progress Tests (PT) English, mathematics and science TALA assessments
Staff	Fee Range	AED 16,500 to AED 28,000
	Principal	John Bagust
	Chair of board of governors	Salman Ibrahim
	Total number of teachers	147
	Total number of teaching assistants	44
	Turnover rate	21%
Students	Teacher: student ratio	1:14
	Total number of students	1,994
	Total number of students per phase	Phase 1: 321 Phase 2: 1137 Phase 3: 478 Phase 4: 58
	Pre-KG: number and gender	Boys: 26 Girls: 24
	Phase 1: number and gender	Boys: 150 Girls: 121
	Phase 2: number and gender	Boys: 612 Girls: 525



	Phase 3: number and gender	Boys: 247	Girls: 231
	Phase 4: number and gender	Boys: 25	Girls: 33
	Total number of Emirati students	41	
	Pre-KG: Emirati number and gender	Boys: 0	Girls: 0
	Phase 1: Emirati number and gender	Boys: 3	Girls: 3
	Phase 2: Emirati number and gender	Boys: 10	Girls: 16
	Phase 3: Emirati number and gender	Boys: 3	Girls: 6
	Phase 4: Emirati number and gender	Boys: 0	Girls: 0
	Nationality groups (largest first)	1. Indian	
		2. Pakistani	
	Total number of students with special educational needs	43	



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
GOOD	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 147 lesson observations, 77 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness has remained good. The number of students on roll has increased since the previous review. The school has made changes in senior and middle leadership and recruited experienced teachers and other staff to concentrate on strategic planning, adopting a whole school approach. The governing board, parents and external stakeholders support the school through strong collaboration. The school's improvement plan has led to timely improvements from acceptable to good in Islamic Education, social studies and science. Students' performance in external examinations is beginning to show improvement. Students' personal and social development are now good overall. Teaching and assessment are consistently good in most subjects, and curriculum adaptation is now good. The school has very good procedures in place for the safeguarding and protection of all students. The school's learning environment and facilities are very well maintained and support students' learning well. Parents contribute positively to their children's education and feel that their children are well attended to.

KEY AREAS OF STRENGTH:

- Children's achievement and provision in Phase 1.
- Students' respect for Islamic values and understanding of UAE culture, heritage and history in all phases.
- The priority given to students' welfare, health and safety across the school.
- The role of leaders and staff in establishing a positive culture across the school, partnerships with parents and the community, and its international links.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement to a very good level across all subjects.
- The quality and consistency of teaching and the use of assessment across the school.



- The adaptation of the curriculum to further meet the needs and abilities of all groups of students, particularly the higher-attaining and G&T students.
- The role of the middle leaders to further support teachers and to help improve students' outcomes in their specialist subjects.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Good	Good	Good
Arabic (as a First Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Arabic (as an additional Language)	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
Social Studies	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Good	Good	Acceptable
	Progress	Good	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

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25th to 28th November 2024**



Islamic Education

- Students' achievement in Islamic Education is good overall. The school's internal assessment data indicates that students make good progress in Phases 2, 3 and 4. This aligns with what is observed in lessons and students' work over time, where the majority of students make better than expected progress in Phases 2, 3 and 4.
- The school's internal assessment data indicates that attainment is good in Phases 2, 3 and 4. This is not evident in lessons and students' work, where most students in Phases 2, 3 and 4 attain in line with curriculum expectations. There is no external assessment data for this subject.
- In Phase 2, students understand the meaning of Holy Qur'anic terms and verses and explain some words in the Noble Hadeeth. A few students cannot recite Surah from the Holy Qur'an correctly, using Tajweed rules. In Phase 3, students know about the importance of prayer in Islam, and can differentiate between Halal and Haram. A minority of students are not able to provide evidence from the Holy Qur'an to support their understanding of how to apply Islamic teachings in real-life context. In Phase 4, students can analyse how scientific miracles in the Holy Qur'an relate to science discoveries. They recognise and appreciate the value of debate to reach a reasonable conclusion. Their recitation skills are less well-developed.
- Overall, the majority of students, including different groups, make better than expected progress in Phases 2, 3 and 4.

Areas of Strength

- Students' knowledge and appreciation of Islamic values in Phases 2, 3 and 4.
- Students' understanding of the Holy Qur'anic scientific miracles in Phase 4.

Areas for Improvement

- Students' recitation skills of the Holy Qur'an verses, applying Tajweed rules, particularly in Phases 2 and 4.
- Students' ability to refer to the Holy Qur'an for evidence and how to apply Islamic teachings in real-life contexts in Phase 3.



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 overall in Phases 2 and 3, and in AFL in Phase 4. There are no students studying ASL in Phase 4. The school's internal assessment data indicates that students in AFL and ASL make acceptable progress in Phase 2, good progress in Phase 3; and good progress in AFL in Phase 4. This does not match with what is observed in lessons and students' work over time, where most students make expected progress in Phases 2 and 3 in AFL and ASL and in Phase 4 in AFL. The school's internal assessment data shows that in AFL attainment is acceptable in Phase 2, good in Phase 3, and very good in Phase 4; and it is acceptable in ASL in both phases. In lessons and students' work, most students attain in line with curriculum standards in both AFL and ASL. There is no external assessment for AFL and ASL. In Phase 2, AFL students can listen, speak and read adequately, and analyse story elements, although a minority of students cannot extract the main ideas. In ASL, students listen and speak adequately and recognise some jobs such as doctors and read short sentences correctly. In Phase 3, AFL students can share their ideas about story events, using standard Arabic. A few students make mistakes in pronunciation. In ASL, students hold discussions about familiar topics and read simple sentences. Their handwriting is neat. In Phase 4, AFL students can speak and describe different events, recognise similes, and read and write simple paragraphs. In AFL and ASL, students' reading and comprehension skills in Phases 2 and 3, and writing skills, using new words and correct grammar across all phases are less developed. Overall, groups of students, including boys and girls, make similar rates of progress. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' listening and speaking skills in AFL and ASL across all phases. Students' handwriting skills in ASL in Phase 3. 	<ul style="list-style-type: none"> Students' reading and comprehension skills in AFL and ASL in Phases 2 and 3. Students' ability to use new vocabulary and grammar rules in their writing in AFL and ASL across all phases.



Social Studies

- Students' achievement in social studies is good overall. The school's internal assessment data indicates that students make very good progress in Phases 2 and 3. This does not match with what is seen in lessons and students' work over time, where the majority of students make better than expected progress in both phases.
- The school's internal assessment data shows that attainment is very good in Phase 2, and it is good in Phase 3. This is not evident in lessons and in students' work, where most students attain in line with curriculum expectations in Phases 2 and 3. There is no external assessment for this subject.
- In both phases, students appreciate HH Sheikh Zayed bin Sultan Al Nahyan's (RIP) role in establishing the UAE Union. In Phase 2, students can identify UAE culture and heritage, and old Arab civilisations. They know about Rub al Khali, the empty quarter of the desert in the UAE yet their skills to locate it on maps are less-well developed. In Phase 3, students can distinguish between national and international trade and provide evidence of how countries need to collaborate to improve their economies. Their skills of analysis of tables related to UAE export products are less well-developed.
- Overall, the majority of the different groups of students, including boys and girls make better than expected progress.

Areas of Strength

- Students' appreciation of HH Sheikh Zayed bin Sultan Al Nahyan's (RIP) role in establishing the UAE Union across all phases.
- Students' knowledge of the UAE culture and heritage and old Arab civilisations in Phase 2.

Areas for Improvement

- Students' mapping skills in Phase 2.
- Students' analysis skills in Phase 3.



English

- Students' achievement in English is good overall in Phases 1, 2 and 3. In Phase 4, there are no students studying English. Internal assessment data indicates that students make good progress in Phases 1 to 3. This matches with what is observed in lessons and students' work over time, where the majority of students make better than expected progress in Phases 1, 2 and 3.
- The school's internal assessment data indicates that attainment is good in Phases 1, 2 and 3. This matches with lesson observations and students' work, where the majority of students attain above curriculum standards. GL PTE assessment data is acceptable in Phase 2 and below expectations in Phase 3. Few students took part in IGCSE examinations, and their results were below international expectations.
- In Phase 1 children's listening and speaking skills are more developed than their reading and writing skills. In Phase 1, children rapidly develop their communication and pre-reading skills. The streamed phonics programme in Phase 1 and in the lower years of Phase 2, lays a secure foundation for the development of their literacy skills. In Phase 2, students' strong verbal communication skills allow them to demonstrate understanding in discussions on various texts. They can identify and interpret vocabulary and literary devices such as similes. Their reading, fluency and comprehension skills are improving through targeted interventions. A minority of students are not able to structure their writing coherently, using correct spelling and punctuation. In Phase 3, students can articulate ideas, justify opinions, and explain the significance of textual elements effectively. A few students are not able to infer, predict and paraphrase correctly. Students do not always write and construct their own responses independently.
- The different groups of students make similar rates of progress. Higher-attaining and gifted and talented (G&T) students do not always have access to demanding tasks to accelerate their progress.

Areas of Strength

- Children's use of phonics and their early literacy skills in Phase 1.
- Students' speaking and listening skills across all phases.

Areas for Improvement

- Students' higher order reading skills, using prediction, inference and paraphrasing in Phase 3.
- Students' writing skills in Phases 2 and 3.



Mathematics

- Students' achievement in mathematics is good overall. Internal assessment data indicates that students make good progress across all phases. This matches with what is observed in lessons and students' work over time, where the majority of students make better than expected progress.
- The school's internal assessment data indicates that attainment is good in Phases 1, 2 and 3, and acceptable in Phase 4. This matches with what is seen in lessons and students' work where the majority of students attain above curriculum standards in Phases 1, 2 and 3, and most students in Phase 4 attain in line with curriculum standards. Students' performance in GL PTM is good in Phase 2 and weak in Phase 3. Few students took part in IGCSE examinations, and their results were below international expectations.
- In Phase 1, children can identify numbers, count forward up to a given number and understand how to make repeated patterns. In Phase 2, students describe the properties of 3-Dimensional shapes, measure the area of a 2-Dimensional shape, and compare fractions. Students are not fully confident to estimate and to compare areas of different shapes independently. In Phase 3, students find the volume of prisms, evaluate and interpret function notations to write equations. In Phase 4, students calculate arc length and convert angles to radius. Their use of word problems to solve simple and complex equations is developing across the school. In Phases 2, 3 and 4, students develop good mental mathematical skills to solve problems.
- There is no significant variation in the rates of progress made by the majority of different groups of students. Lower-attaining students make less progress than others. G&T students do not have access to sufficiently challenging tasks to increase their rates of progress.

Areas of Strength

- Students' use of spatial reasoning skills in Phases 1 and 2.
- Students' use of mental mathematics in Phases 2, 3 and 4.

Areas for Improvement

- Students' ability to estimate, interpret and to compare areas of different shapes in Phase 2.
- Students' use of word problems and how to solve complex operations in Phases 3 and 4.



Science

- Students' achievement in science is good overall. The school's internal assessments indicate that children and students' progress is good in Phases 1 and 2, and it is very good in Phases 3 and 4. This does not fully match with what is observed in lessons and students' work over time, where the majority of children and students make better than expected progress across all phases.
- Internal assessment data indicates that students' attainment is good in Phases 1 and 2, and very good in Phases 3 and 4. This does not align with what is seen in lessons and students' work, where the majority of students attain above curriculum standards across all phases. GL PTS assessment data indicates that most students in Phase 2 attain levels that are in line with expectations, while most students in Phases 3 and 4 attain below curriculum expectations. IGCSE examination results indicate good attainment in chemistry, and acceptable attainment in biology and physics. Girls outperform boys in sciences, where their attainment is above international expectations.
- In Phase 1, children have access to first-hand experiences to explore 'melting and freezing' materials and observe the process of change. In Phase 2, students can explain the Earth's rotation and revolution. A few students are unsure of the main characteristics of planets, and their practical skills are less well-developed. In Phase 3, students understand single and double covalent bonds and apply this to simple molecular models. A minority of students are not able to explain the reason for the elements, such as how carbon forms into different physical structures as in diamonds and graphite. In Phase 4, students independently consider and investigate inheritance and genetic screening, explain their impact on individuals and society and accurately record their observations. A few students are unable to explain the disadvantages of procedures, such as in amniocentesis.
- The majority of the different groups of students, including boys and girls make better than expected progress across all phases. Higher-attaining and G&T students do not consistently receive enough challenging work so that they can make the best possible progress of which they are capable.

Areas of Strength

Areas for Improvement



	<ul style="list-style-type: none">Students' knowledge and understanding of Earth and physical sciences across all phases.Students' ability to independently hypothesise, investigate and record observations in Phase 4.	<ul style="list-style-type: none">Students' practical skills in Phase 2.Students' ability to explain the risks associated with medical procedures in Phase 4.
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Other subjects

- Students' achievement in other subjects, including art, physical education (PE), computing, drama and moral education is good overall. In lessons and in their work over time, the majority of students across all phases attain levels that are above curriculum expectations and make better than expected progress.
- The school does not have internal assessment data for other subjects. There is no external assessment data for other subjects.
- In PE, Phase 1 children develop good gross motor skills in the way they climb apparatus and slide safely. They engage well in yoga and movement. In other phases, students develop proficient motor and ball skills; and can handle balls safely, throw, dribble and defend confidently. In art, children in upper Phase 1 keenly draw pictures of themselves, their families and where they live, using primary colours to positive effect on their artwork. Across the school, students develop accurate observational drawing and creative painting skills. In computing, Year 3, students can use sequences and event handlers to create animated and interactive stories. A minority of students are not able to use coding and programming tools independently in Phase 2. In drama, children in upper Phase 1 create roles and act out their play, such as cooking for their friends and singing songs for them. In Year 7, students demonstrate their understanding of melodramatic devices, using voice, sound, and pitch to develop characters and roles. In moral education, students develop a good understanding of the importance of respect and collaboration, fully appreciating the role of the UAE leaders to promote tolerance and peace across the world. In swimming, Year 10 students perform front kicking with streamline, maintaining proper leg and heel position over 12 metres. A high number of non-participating students in other phases remain disengaged, despite being provided with swimming-related tasks. In business studies, in Year 9, students develop their understanding of the different means of communication in the world of work; and in Year 12, students demonstrate a good understanding of cost and trade-offs, applying these concepts to analyse business decisions effectively.
- In all phases, the majority of students, including different groups, make better than expected progress.

Areas of Strength

Areas for Improvement



	<ul style="list-style-type: none"> Children's use of creativity and imagination in their artwork in Phase 1. Students' understanding of moral education, including tolerance and respect for others across all phases. 	<ul style="list-style-type: none"> Students' use of coding and programming tools in Phase 2. Students' limited participation in swimming lessons in Phases 2 and 3.
Learning Skills	<ul style="list-style-type: none"> Students' learning skills are good overall. In lessons, students display positive attitudes to learning. They take responsibility for their own work, and act on their teachers' comments. In upper Phase 1, children interact well with their teachers and peers and learn to play and work with others. In the other phases, students collaborate well, work in pairs and groups, discuss and communicate their ideas clearly to others. In a Year 6 design and technology lesson, students worked collaboratively as a group, using recycled materials and making decisions on how to create a school uniform, sharing ideas and considering the views of their peers. Students make meaningful connections between subjects, the lesson content and real-life situations. In upper Phase 1, children learn about how ice melts and refer to daily life events such as defrosting vegetables at home and how ice-cream melts in hot weather; and in a mathematics lesson in Year 6, students refer to daily life situations such as slicing a pizza to provide visual cues when solving fractions. Students engage well in enterprise events, including managing small stalls in school and raising funds to support charities. They ask questions and attempt to find out things for themselves. Most students use learning technologies well to research and to gain access to their learning; at times, their learning is interrupted by the weak Wi-Fi signal. In Phase 1, continuous provision, including art, role play and exploratory scenarios, provides valuable opportunities for children to develop their creativity and imagination through experiential learning. Critical thinking and problem-solving skills across the school, and innovation, particularly in Phases 2, 3 and 4 are less well-developed. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none">Children's and students' positive attitudes to learning and their engagement in tasks across all phases.Children's and students' effective collaborative skills and the way they interact with each other across all phases.	<ul style="list-style-type: none">Students' innovative skills, and the consistent availability of Wi-Fi to support their technology use, in Phases 2, 3 and 4.Children's and students' problem-solving and critical thinking skills across all phases.
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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:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Good	Good	Good	Good

- Students' personal and social development and their innovation skills are good overall. Children and students display positive attitudes towards their learning and react well to their teachers' critical feedback. Students behave well in lessons and around the school and are clear about the school's code of conduct and expectations. In Phase 1, children know about their classroom rules and help to tidy up resources when requested. Incidents of bullying are rare, and students state that they feel safe and secure in school.
- Across all phases, students establish respectful relationships with their teachers and peers. They show consideration to each other and are sensitive to the needs of others. In Phase 1, children make friends to play with, learn to share resources fairly and to take turns.
- Students are aware of healthy lifestyles. They participate in planned PE lessons conducted by specialist instructors and take part in sports' competitions in and out of school. Students lead on events, including Diabetes and Heart Days to raise awareness of such diseases. The promotion of the 'Best school packed lunch' encourages students to make informed healthy choices about the food they eat.
- Students' attendance at 96 % is very good overall. Students attend the school regularly and are punctual to assemblies and lessons.



Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">Students demonstrate good understanding and appreciation of Islamic values and how they influence life in the UAE. Students lead on recitations of the Holy Qur'an in lessons and assemblies and speak highly of how Sharjah invests in building mosques with inspiring quality of architecture to promote Islamic values. Students provide food for workers during the month of Ramadan and collaborate with the Sharjah Charity to raise funds to support families in the UAE and elsewhere.Students are knowledgeable and respect the heritage and culture of the UAE, and participate in a range of cultural events, including National, Martyrs' and Flag Days. They sing the national anthem, appreciate the role of the UAE rulers in uniting the 7 Emirates, and talk about how the UAE has developed over the years.Students show good awareness of their own and other cultures. They take part in international days to learn about the traditions and the lifestyles of others. Through assemblies, humanities, and entrepreneurship events, students strengthen their understanding of the wider cultural diversity around them.				
Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none">Students take their roles seriously and volunteer in school, such as being school councillors, prefects, house captains and behaviour ambassadors. They monitor their peers' behaviour during break times, remind their peers to tidy up the school's premises, and organise events, including assemblies and charity work.Students show a positive work ethic. They engage well in enterprise events, including learning about finance management, and older students develop their entrepreneurship skills through business studies and economics. In Phase 1, children are creative in their play and respond with enjoyment to learning. Students participate in extra-curricular activities to develop their innovation, including sports, art, drama and design and technology. In Phases 3 and 4, students initiate activities such as national events and anti-bullying awareness through the students' council. Students' ability to initiate innovation in lessons is not fully developed.Children and students care for their school's surroundings and keep it free of litter. They take part in recycling projects and understand the importance of saving water and electricity in the				



school and at home. Across the school, students participate in Earth Day. In Phases 3 and 4, students contribute well to national and international events, such as COP 28 to suggest solutions that promote sustainability and conservation. In Phases 1 and 2, children and students do not fully contribute to sustainability beyond their locality.

Areas of Strength:

- Students' relationships with their teachers and one another in all phases.
- Students' understanding of Islamic values and respect for the culture and heritage of the UAE across the school.

Areas for Improvement:

- The range of innovation opportunities in lessons, particularly in Phases 2, 3 and 4.
- Children's and students' wider contribution to sustainability and conservation, particularly in Phases 1 and 2.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Good	Good	Good	Good

- The quality of teaching and assessment is good overall in most subjects. It has improved from acceptable at the last review to now good in Islamic Education and social studies in Phases 2 and 3, and in science in Phases 1 and 2; and it has remained acceptable in AFL and ASL.
- Most teachers have a good knowledge of their subjects and understand how students learn. In Phase 1, teachers know how children learn and develop through play. Teachers plan lessons that include clear learning objectives and success criteria and share them with students so that they are clear about their expectations. They provide a welcoming learning environment, make the best of the facilities and resources available to enhance students' learning, and manage time in lessons effectively so that students have sufficient time to complete their tasks.



- Teachers encourage interaction and dialogue amongst students. In Phase 1, teachers use a 'Talking Partners' system to enable children to take part in discussions. Most teachers ask questions to check students' understanding and give them the chance to respond to instructions. In the best lessons, for example, in Year 9 science, teachers' questioning deepens students' learning, and the wide range of strategies employed are matched well to learning styles and the students' differing learning needs and abilities. Students are able to work independently and at a brisk pace, for example when exploring molecular bonding, and as a result, they make rapid and sustained progress. Teachers' use of such practice to set tasks to precisely cater for different needs is inconsistent across the school.
- In general, teachers encourage students to work independently. In continuous provision, children in Phase 1 have ample opportunities to choose their favourite activities, to create roles and responsibilities and to rehearse prior learning independently. In other phases, teachers do not consistently promote students' critical thinking, problem-solving and innovation skills.

Assessment	Good	Good	Good	Good
<ul style="list-style-type: none">The school's internal assessment processes are clear and coherent, link to the school's prescribed curriculum, and measure information on students' progress periodically. In Phase 1, teachers gather relevant information from parents about what their children know, can do and need to learn next. They use this information along with their ongoing observations to meet children's needs and share their assessments regularly with parents. The school uses GLPT and IGCSE assessments to compare students' attainment with national and international benchmarking and to identify gaps in students' learning.The school analyses assessment information for individuals and groups and tracks patterns and trends in students' achievement. This information is shared with middle leaders and teachers. Most teachers use assessment data to plan lessons and to modify the curriculum in order to accommodate the needs of different groups of students. In general, students with special educational needs (SEN) have access to activities that cater for their needs, and benefit from the support of classroom assistants and their teachers. Teachers do not provide sufficient challenge for higher-attaining and G&T students.Teachers know their students' strengths and what they need to improve next. They provide oral feedback to students on their work and praise them when they correct themselves. Teachers' written constructive feedback in students' work books is less consistent. Teachers involve students in self- and peer-assessment and plenaries help students to reflect on what they have learnt.				



Areas of Strength:

- Teachers' subject knowledge and how students learn in all phases.
- Teachers' strong encouragement of students' interactions and shared dialogue in all phases.
- The regular analysis of assessment data across the school.

Areas for Improvement:

- Teachers' use of high-quality questions, assessment data and strategies to meet the abilities and needs of all students in all phases.
- Teachers' development of students' critical thinking and problem-solving skills across all phases.
- Teachers' use of diagnostic feedback on students' written work in Phases 2, 3 and 4.

PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Good	Good	Good

- The quality of curriculum design, implementation and adaptation is good overall. The curriculum is broad and relevant and meets the MoE's statutory requirements. The educational programme follows the NCfE) and offers an integrated curriculum in the Early Years Foundation stage (EYFS), which is age-appropriate and develops children's knowledge, skills and understanding in the required areas of learning. Continuity and progression are well planned through the phases to ensure that there is a smooth transition. Students are well prepared for the next stage in their learning.
- The curricular options provide good choices for older students. Students can choose between double or triple science, with support from a specialist science teacher, core staff and extended pathways in mathematics and science. Additionally, subjects on offer include business studies, economics, computer science, art and psychology. Cross-curricular links are well planned and evident in lessons. Projects incorporate relevant local contexts and are



incorporated into lessons where relevant. Whole school themed weeks throughout the year such as science, reading and mathematics weeks enhance students' learning.

- Leaders conduct regular curriculum reviews to maintain good curriculum provision that responds well to students' learning needs. This has been effective in the way that it has improved students' achievement from acceptable to good in Islamic Education, social studies and science. Leaders have firm plans to review the curriculum to provide sufficient challenge for higher-attaining and G&T students.

Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">• The school has modified the curriculum to meet the needs of the different groups of students, Intervention programmes ensure that students with SEN receive the support that they need. In Phases 1 and 2, the teaching of phonics is systematic and taught according to abilities; this results in narrowing the gaps in children's and students' early literacy skills. The welcoming learning environment in the libraries enthuse students to read different genres and to conduct research when required.• The curriculum offers students the opportunity to make social contributions in the way they raise funds for charities. They take part in enterprise events such as selling their own products in school to learn about finance management; and older students develop their entrepreneurship skills through business studies and economics. The curriculum is enhanced well with extra-curricular activities, including science, technology, engineering and mathematics (STEM), robotics, art, drama and social clubs, providing the opportunity for students to use their creativity. Innovation in lessons is less consistent in lessons, especially in Phases 2, 3 and 4.• Coherent learning experiences are consolidated across all areas of the curriculum to enable students to develop a clear understanding and appreciation of UAE values, culture and society. In Phase 3 mathematics lessons, students make connections between an Emirates' aircraft and functions and notations to determine an airplane's motion. During the Etihad celebrations, students and families from different nationalities gather to celebrate the occasion and to cheer the success and the solidarity of the UAE Union.				

Areas of Strength:

- The range of continuity and progression opportunities across all phases.
- Students' clear understanding of UAE values, culture and society across the school.



Areas for Improvement:

- The rigorous review and modification of the curriculum to offer sufficient challenge for the higher-attaining and G&T students in all phases.
- The development of students' creativity and innovation skills in Phases 2, 3 and 4.

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

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

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

- The protection, care, guidance and support of students are very good overall. The school implements rigorous safeguarding policies and procedures very effectively and shares them with the school's community so that they are fully aware. Teachers and other staff have received the relevant safeguarding training and are very clear about referral procedures. Parents are very clear about how to protect their children on social media and students have good knowledge and understanding of cyber-bullying and the negative impact this might have on individuals and communities. Health and safety teams, including security staff, undertake regular and thorough risk assessments on the premises and resources, including fire safety checks to keep students safe. The supervision of students in all parts of the school and on school transport is very effective. The departure practices for private cars at the end of the school day are not well organised and cause congestion on public roads.
- The school provides a very safe and secure learning environment. Buildings and facilities are accessible, very well maintained and hygienic. The premises benefit from facilities for sports and designated areas to provide intervention programmes for students with SEN. The school maintains comprehensive and secure records, including health and safety, accidents, incidents and subsequent actions. Medicines, medical files and hazardous chemicals are



stored safely in locked cabinets. Students with medical needs are well known to teachers and other staff in school.

- The school promotes healthy living very effectively. Physical activities, including sports help students to improve their physical skills. Regular monitoring of students' wellbeing by the school nurse and doctor, and lessons on nutrition help students to make informed healthy choices. In Phase 1, children engage well in outdoor activities and PE lessons delivered by specialist instructors. Drinking water is available to children and students at all times.

Care and support

Good

Good

Good

Good

- Relationships between students and teachers are positive. Systems for managing behaviour are effective and shared with students and their parents. Teachers and the social worker implement the school's rules consistently and reinforce positive behaviour for learning.
- The school has robust protocols for tracking students' attendance and punctuality. The attendance officers manage unauthorised absences and concerns related to punctuality efficiently. This is reflected well in the very good level of students' attendance and punctuality.
- The school is committed to inclusion and has recruited a special educational needs coordinator (SENCO), and it has allocated specific facilities to support students with SEN. A thorough system is in place to identify students with SEN with support provided to parents on how to seek advice, including external assessments for speech and language and child psychology. Teachers make observations to identify students who are G&T.
- The SENCO and other support staff provide effective support for most students with SEN, devise individual plans with teachers and consult with parents so that they can contribute to their children's plans. In most lessons, students with SEN receive well-targeted support. G&T students have access to a range of extra-curricular activities that meet their interests. In lessons, they do not receive sufficient highly challenging tasks to increase their rates of progress.
- Teachers and other staff support students' personal development and wellbeing effectively through emotional and social learning sessions. In Phase 1, teachers observe and monitor children's personal, social and emotional development, setting them targets for improvement. Induction and transition arrangements are integrated well across the school. The school offers careers guidance to students, including careers fairs and provides personalised support for students to pursue their aspirations in the UAE and across the world.

Areas of Strength:



- The care, safeguarding and child protection procedures throughout the school.
- The systems to support behaviour across the school and children's personal, social and emotional development in Phase 1.

Areas for Improvement:

- The collection arrangements and vehicle management at the end of the school day so that cars do not block public roads and students depart safely.
- The targeted support and challenge for G&T students in lessons in all phases.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- Leadership and management are good overall. The current principal has been promoted from a vice-principal role since the previous school review. Leaders at all levels, led by the principal, set a clear vision and strategic direction for the school that they share with all stakeholders, aiming at further improving students' achievement and personal development. Recruitment of experienced senior and middle leaders to meet the demands of the increased number of students on roll has resulted in a stable school. Senior leaders are committed to the UAE National and Emirate priorities and inclusion. Professional and respectful relationships result in positive morale throughout the school.
- Almost all leaders demonstrate a secure knowledge and understanding of the NCfE and know best practices in teaching, learning, assessment and the curriculum. Leaders have strong continuous professional development (CPD), and most of senior leaders are enrolled on National Professional Qualification for Headships (NPQH) courses with the Department for Education (DfE) in the United Kingdom. Leaders and teachers feel empowered to lead their departments and are held to account for their impact on students' achievement. This has resulted in improving students' achievement in Islamic Education, social studies and science. The principal has rightly identified that a minority of new middle leaders and teachers need



more support to improve their teaching practice and monitoring systems. Overall, leaders demonstrate strong capacity to improve.

Self-evaluation and improvement planning

Good

- Self-evaluation is a collaborative process and leads to a working document that involves all stakeholders' contributions. It is systematic and includes the analysis of internal and external assessment data. The school knows its strengths and key priorities for improvement. School improvement planning links to self-evaluation, and includes actions, success criteria and systems for monitoring and evaluation. Leaders monitor the quality of teaching and learning, give constructive feedback to teachers and set individual plans for them. Actions are prioritised and delegated to the appropriate staff in school. As a result, there have been improvements in students' achievement over time, their personal and social development, and their innovation skills.

Partnerships with parents and the community

Good

- Partnerships with parents and the community are now good. The school engages parents effectively in their children's education, such as in phonics' training and reading in Arabic and English. Representatives from the Parent Committee involve parents in special occasions, including cultural events, and ensure that their views are fully considered. Systems for communication with parents are effective, including messaging services, information about weekly planning, regular newsletters, coffee mornings, and access to the school's portal. Reporting to parents is comprehensive, and includes students' academic outcomes, their personal and social development, and next steps for improvement. Termly conferences provide the opportunity for parents, including those with children with SEN to meet teachers and to discuss strategies to improve their children's education.
- The school has formed strong links with health professionals and other agencies to support students in their health and wellbeing and fire safety. Students contribute well to local and national partnerships as seen in their involvement of raising funds to support families in need. The school works very well with other schools, following a similar curriculum and with international institutions to improve the curriculum, including the DfE to promote leadership through the NPQH programme.

Governance

Good



- The governing board represents all stakeholders, including the school's owners, students' council and parents. Governors have clear roles, and each governor contributes to the work of the school, such as in finance management, health and safety and education. They check the school's performance and ask pertinent questions about the quality of teaching, assessment and the curriculum. Governors have a positive and constructive influence on the school's leadership team, provide resources and training and ensure that there are enough teachers to teach the curriculum.

Management, staffing, facilities and resources

Good

- The day-to-day management of the school and its routines are effective and well organised, having a positive impact on improving students' personal development and wellbeing. The school has sufficient staffing, and there is still the need to support and to enhance the role of the new teachers and middle leaders. The school's premises are of very good quality and very well maintained. Facilities include modern science laboratories, computer suites, indoor PE halls, swimming pools and ample space for students' recreation. At times, Wi-Fi signals are weak and affect adversely students' ability to use learning technologies to support their learning. There are not enough shaded areas outdoors for students to use. In Phase 1, children have access to climbing frames and plenty of space to play and to enjoy their learning.

Areas of Strength:

- The school's strategic vision and commitment to inclusion.
- The partnership with parents and the community and the strong international links to enhance leadership skills.

Areas for Improvement:

- The specific training and the development of the new middle leaders and teachers to further improve students' performance.
- The provision of shaded areas outdoors in Phase 1 and the reliability of the Wi-Fi system to enable students to conduct their own research and finish their work in all phases.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The staffing provision for teaching Arabic AFL and ASL across the school is 30 teachers, with a teacher to student ratio of 1:56.
- The school has refurbished 3 libraries, which contain more than 3,250 fiction and non-fiction books. There was no breakdown of books in Arabic available. In Year 1, students have access to books in Arabic to read in their classrooms. From Years 2 to 6, students attend the library for up to one session per week to read with their teachers. Across the school, students have access to an online reading programme known as Big-Cat reading and the Asafeer Platform so that they can read whenever they want. The reading provision in classrooms includes the use of Chrome books to support reading and comprehension skills. Older students can use the library to read during break times and to access computers for research. In Arabic-medium subjects, teachers encourage 'the one-minute strategy' during which students can read expressively.
- Every year, the Arabic department organises a reading week, a Book Day and reading competitions within the school to highlight to students the importance of reading and comprehension. Students participated in Sheikha Oshah Competition in Dubai for poetry memorisation.
- Teachers of Arabic encourage parents to read with their children at home, and students can post their Arabic work on the school's portal.

The school's use of external benchmarking data

- The school takes part in external assessment to meet SPEA requirements and the UAE National Agenda.
- The school has participated in TALA assessments in Arabic from Grades 3 to 9. The school has not yet received the assessment outcomes. PISA assessments and CAT4 cognitive reasoning tests are used and GL Progress Tests, in English and science indicate that the school is in line with the benchmark in Phase 2, and below in Phase 3; and in mathematics, it is above in Phase 2 and below in Phase 3. IGCSE examination results indicate that students' attainment in English and mathematics is below the average; and in science, it is in line in biology and physics; and above in chemistry. Girls outperform boys, where their attainment is above the average in sciences.
- Teachers of mathematics and science have attended training to help them further improve their teaching practice, for example, to develop students' critical thinking and problem-solving skills. In English, teachers encourage students to read widely and to understand the meaning of new words in texts. Students have the opportunity to discuss how to assess their learning and to focus on certain targets, for example, to improve their mental mathematics, to read and to understand instructions.

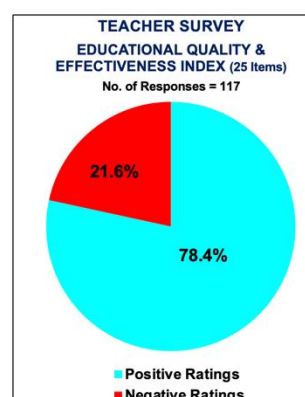
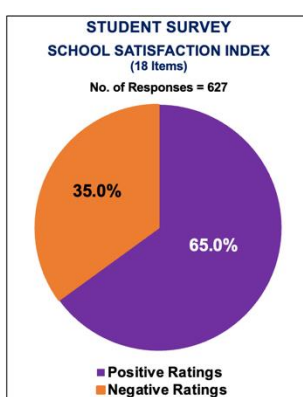
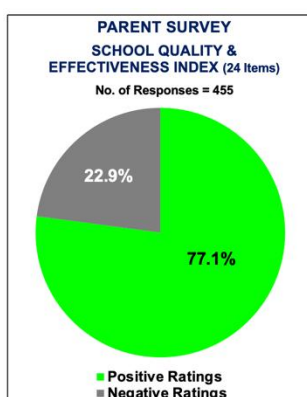


- Students know their scores and understand how to improve their future assessments. Teachers share the international benchmarking tests with students and parents through the school's website, orientation meetings and open evenings.

Provision for KG

- The school's Phase 1 includes a Foundation Stage 1 and 2. The FS1 consists of 2 classes, 2 teachers, and 2 classroom assistants. The learning environment is bright and welcoming, and children have access to a good range of activities in the classrooms and outside.
- The provision in the FS2 consists of 12 classes. Each class has a teacher and a classroom assistant. The learning in FS2 is based on the 7 areas of learning of the EYFS curriculum. Each classroom has designated role play areas, writing stations and reading corners; and it is well complemented by the continuous provision of classroom specific activities that extend to outdoors. The teacher to child ratio across the Foundation Stage is 1:23.
- The outdoor environment and learning resources include writing and reading areas, sand pit, mud kitchen, water area and exploration, large climbing frames, swings and trikes. Resources and furniture appropriate for children's ages and stages of development.
- Arrangements for induction include staggered entry to FS1 and FS2, and transition to Year 1, allowing children to be familiar with the school's routines and expectations. Teachers provide regular guidance to parents on how to support their children's learning. 'Shadow teachers' provided by parents work closely with teachers and share information with parents about daily activities that their children have enjoyed.

VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement to a very good level across the school in all subjects and in all phases by:
 - offering more activities for students to develop their speaking, reading, comprehension and writing skills, using new vocabulary and the correct grammar in AFL and ASL, and in English to improve higher order reading and writing skills.
 - assisting students in Islamic education to recite the Holy Qur'an applying Tajweed rules correctly and to provide quotations from the Holy Qur'an to support their views; and in social studies to develop their mapping and analytical skills.
 - providing more tasks in mathematics for students to estimate, interpret and compare data and solve complex problems; and in science, to give more chances for students to explore a range of practical activities and to explore the issues and risks related to medical procedures.
 - fostering students' innovative skills and giving the chance for them to develop their learning skills, including problem-solving and critical thinking.
- Improve the quality and impact of teaching, the adaptation of the curriculum and the use of assessment by:
 - ensuring that teachers consistently use the assessment information that they collate on students to plan and deliver lessons and tasks that cater for the needs and abilities of all groups of students, especially the higher-attaining and G&T students.
 - making sure that teachers' questioning promotes students' critical thinking.
 - ensuring that teachers encourage creativity, innovation and problem-solving skills.
 - ensuring that teachers adapt the curriculum to meet the different abilities and needs.
 - insisting that teachers mark students' written work regularly and give them constructive comments on how to improve the quality of their work.
- Improve the impact of leadership and management on students' outcomes by:
 - providing well-targeted training for teachers so that they can improve their teaching and meet the needs of all students; and sharing the best practice that already exists in the school.
 - offering training and mentoring for middle leaders so that they can support teachers and hold them more accountable for students' performance.
 - ensuring that governors provide shaded areas in the outdoors, and that there is a reliable Wi-Fi in all parts of the school.



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.