



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

# School Performance Review (SPR) Report

## BRILLIANT INTERNATIONAL PRIVATE SCHOOL

07-10 November 2022

Overall Effectiveness

ACCEPTABLE



إتقان ITQAN





## TABLE OF CONTENTS

<b>PURPOSE AND SCOPE</b> .....	<b>3</b>
<b>THE SCHOOL PERFORMANCE REVIEW PROCESS</b> .....	<b>4</b>
<b>SCHOOL INFORMATION</b> .....	<b>6</b>
<b>THE SCHOOL PERFORMANCE REVIEW FINDINGS</b> .....	<b>7</b>
<b>Performance Standard 1: Students' Achievement</b> .....	<b>8</b>
<b>Performance Standard 2: Students' personal and social development and their innovation skills</b> .....	<b>17</b>
<b>Performance Standard 3: Teaching and assessment</b> .....	<b>19</b>
<b>Performance Standard 4: Curriculum</b> .....	<b>21</b>
<b>Performance Standard 5: The protection, care, guidance and support of students</b> .....	<b>23</b>
<b>Performance Standard 6: Leadership and management</b> .....	<b>25</b>
<b>ADDITIONAL FOCUS AREAS</b> .....	<b>27</b>



## 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.




<b>Outstanding</b>	The quality of performance substantially exceeds the expectations of the UAE
<b>Very good</b>	The quality of performance exceeds the expectations of the UAE
<b>Good</b>	The quality of performance meets the expectations of the UAE
<b>Acceptable</b>	The quality of performance meets the minimum level required in the UAE
<b>Weak</b>	The quality of performance is below the expectation of the UAE
<b>Very weak</b>	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	104	
	School location	Muweilah, Sharjah	
	Establishment date	17/10/2011	
	Language of instruction	English	
	School curriculum	British	
	Accreditation body	N/A	
	Examination Board	CAIE - Cambridge	
	National Agenda Benchmark Tests/ International assessment	Checkpoint; IGCSE: AS Level; A Level; PIRLS; PISA; TIMSS; CAT4; GLPT; ABT	
	Fee range	13,200 – 26,400 AED	
	Staff	Principal	Asifa Sultana
		Chair of Board of Governors	Abdul Aziz
Total number of teachers		101	
Total number of teaching assistants		15	
Turnover rate		15%	
Main nationality of teachers		Indian	
	Teacher: student ratio	1:13	
	Total number of students	1342	
	Number of Emirati students	40	
	KG: number and gender	100 Females: 111 Males	
	Primary: number and gender	344 Females: 421 Males	
	Middle: number and gender	134 Females: 198 Males	
	High: number and gender	17 Females: 17 Males	
	Nationality groups	1. Pakistani 2. Egyptian	
Total number of students with special educational needs	2		

## PROGRESS JOURNEY

Previous Inspection in 2018:	Current Review:
<b>ACCEPTABLE</b>	<b>ACCEPTABLE</b>



## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of six reviewers' 175 lesson observations, 39 of which were carried out jointly with school leaders.

### **SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:**

The school's overall effectiveness is acceptable. This is the same as at the previous inspection in 2018. While improvements are evident in some subjects and phases this was, in places, from a low base. Students' achievement remains acceptable overall because the majority of students are in Primary where teaching and learning are acceptable. The curriculum is broad and balanced. Arrangements for students' personal and social skills, and their health and safety, care and support have improved and are now good. The premises are well maintained. Leadership and management remain acceptable overall. The principal has a clear vision and, in the short time since her appointment, has set a good strategic direction for the school.

### **KEY AREAS OF STRENGTH:**

- Students' achievement in Islamic education in Middle and High, and English in High which have improved and are now good overall; and achievement in Arabic as a second language (ASL) and science which are now acceptable in Primary.
- Students' personal and social development and their understanding and appreciation of Islamic values and UAE culture which are now good.
- The arrangements for the protection, care and guidance for students, particularly for keeping students safe and secure in school which are now good.
- The leadership of the recently appointed principal which has had a positive impact on improving important areas of the school's provision.

### **KEY AREAS FOR IMPROVEMENT:**

- Students' achievement in all subjects to at least a good standard.
- Students' skills of innovation, enterprise, enquiry, research and critical thinking, and their use of technologies particularly to challenge the higher-attaining students.
- The effective use of school improvement documents to raise standards.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is **Acceptable**

Indicators:		FS	Primary	Middle	High
Islamic Education	Attainment	NA	Acceptable	Good	Good
	Progress	NA	Acceptable	Good	Good
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as an additional Language)	Attainment	NA	Acceptable	Acceptable	Acceptable
	Progress	NA	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	NA	Acceptable	Acceptable	NA
	Progress	NA	Acceptable	Acceptable	NA
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic Education is acceptable overall; it is acceptable in Primary, and good in Middle and High. Internal assessments show that students make acceptable progress in Primary and good progress in Middle and High. This matches with what was seen in lessons and in students' recent work.</li><li>• There is no external data. Internal assessment data indicates that students' attainment is outstanding in Primary and High and good in Middle. This is not seen in lessons and students' work where most students in Primary attain in line with curriculum standards. In Middle and High, a majority of students attain above curriculum standards.</li><li>• Across the school, students gain skills in reciting the Holy Qur'an verses confidently and accurately. They understand values such as morals, etiquette, and Islamic manners and link these to their daily lives, for example in their diet and hygiene, and how they deal with others. In all phases, students have difficulty memorizing the Holy Qur'an and Noble Hadeeth. They are less accurate in their application of the Tajweed rules. In Primary, most students can recognize the Pillars of Iman and Islam. They can talk about 'Al Israa wal Miraj', and different kinds of prayer but they are less able to fully describe the different praying and compare them with each other. Middle and High phase students become more confident in how to display manners and in describing in detail the meaning of the Prophet's (PBUH) sayings and Islamic principles. In High, students' recitation skills are good; they can describe how rumours can be harmful to society.</li><li>• All groups of students across the school make the expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas of Improvement</b>
	<ul style="list-style-type: none"><li>• Students' knowledge and understanding of Islamic values, traditions and practices.</li><li>• Students' understanding of Islamic teaching and etiquettes linked to their daily lives.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability memorizing the Holy Qur'an and Noble Hadeeth.</li><li>• Students' understanding and describing different praying.</li></ul>



<b>Arabic</b>	<ul style="list-style-type: none"><li>Students' achievement in Arabic as a first language (AFL) and Arabic as a second language (ASL) is acceptable overall. In internal assessments, and in lessons and their work, most students make acceptable progress.</li><li>Internal assessment data indicates that attainment is acceptable overall in AFL and ASL. External IBT assessment data for AFL indicates acceptable attainment in Primary and Middle overall. For ASL students, attainment is weak overall. Only a small number of students in AFL and ASL took ABT. In lessons and in students' work, most students attain in line with curriculum standards across all phases.</li><li>FS children learn to speak using appropriate language, they can identify and read abstract alphabet in the word. Children's skills in writing are underdeveloped. AFL students in Primary demonstrate comprehension when listening to a text and can discuss and speak clearly. Students can read the prescribed text, but with less fluency and accuracy. A few students struggle in understanding new word, meanings or expressions. Spelling mistakes are common when writing. In Middle and High, most students read the prescribed text almost fluently with an appropriate level of accuracy, but do not read with expression applying grammar rules. Reading for understanding and extended writing skills are underdeveloped. In Middle and High, listening and speaking skills are also underdeveloped. ASL students can recognize and read familiar words, and they can copy and write simple words understand their meanings. Students are less able to read short sentences within the prescribed text. Middle and High phase students can read short, prescribed texts within a supporting context. A minority of students' listening and speaking skills are underdeveloped. Reading and writing skills are also underdeveloped across all phases.</li><li>All groups of students make the expected progress in lessons. Higher-attaining students do not make above expected progress as they are insufficiently challenged.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' developing listening and speaking skills in Primary.</li><li>Students' ability to read in Primary.</li></ul>	<ul style="list-style-type: none"><li>Students' fluency and accuracy in reading and writing in both AFL and ASL across all phases.</li><li>AFL and ASL students' listening and speaking skills in Middle and High.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is acceptable overall. In internal assessments, students' progress is good. In lessons and their work, however, students' progress is acceptable in both phases.</li><li>• Internal assessment data indicates that students' attainment in Primary is very good. It is acceptable in Middle. In lessons and their work, however, most students attain in line with curriculum standards in both phases.</li><li>• In Primary, students gain understanding of aspects of national identity, citizenship, and values in society. Year 5 students understand the history of the UAE and know how the UAE flag and national emblem were designed. They know about the martyrs who gave their lives to establish the country. Students in Middle have a good knowledge of the heritage and culture of the UAE. They are less secure in their knowledge of other cultures. They gain a good understanding of the geography of their own and other countries. Students have a good knowledge of the geography of their own and other countries. Their knowledge of UAE geography, including its physical features and economic facts, is less well developed.</li><li>• All groups of students make expected progress. In general, higher-attaining students do not make as much progress as they should.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' knowledge and appreciation of the culture of the UAE.</li><li>• Students' knowledge of the geography of their own and other countries.</li></ul>	<ul style="list-style-type: none"><li>• Students' knowledge of other cultures around the world.</li><li>• Students' knowledge of UAE geography.</li></ul>



<b>English</b>	<ul style="list-style-type: none"><li>• Students' achievement in English is acceptable. In internal assessments, progress is seen to be broadly acceptable. In lessons and their work, students' progress is acceptable across all phases and good in High.</li><li>• Internal assessment for Primary and Middle show acceptable attainment and very good in High. External IGCSE outcomes are outstanding. The outcomes for the small number of students entered for AS level are good. GL assessment outcomes for Primary and Middle phase students are weak overall. This is not seen in lessons and students' work where most students attain in line with curriculum standards across all phases.</li><li>• FS children develop their understanding of phonics and sounding letters and words, such as the letter D, forming dad, sad and did. They recognise short words; a few have difficulty reading them phonetically. These are used to support and develop early reading skills, although some students struggle without support. In early Primary, students use digraphs to form words such as ship, shrub and dish and make sentences, and by Year 5 they can identify different text types. Middle phase students can link main clause sentences with conjunctions, although not all understand how to join sentences to form meaningful paragraphs. Overall, students' extended writing skills in Primary and Middle are underdeveloped. Year 9 students can identify and use persuasive texts to convey an opinion, for example 'a college education isn't necessary'. High phase students can communicate ideas and discuss topics relating to issues in the UAE and demonstrate good language and listening skills. In all phases. students' reading skills for comprehension are underdeveloped.</li><li>• All groups of students make expected progress, although internal assessments show girls make better progress than boys across all phases.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Development of children's vocabulary in FS.</li><li>• High phase students' grammar, oral and listening skills.</li></ul>	<ul style="list-style-type: none"><li>• Students' extended writing skills in Primary and Middle.</li><li>• Students' reading skills throughout the school.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is acceptable overall. In internal assessments, students make broadly acceptable progress overall. In lessons and in their work, most students make expected progress in all phases.</li><li>• Internal assessments indicate outstanding attainment in Primary, and weak in Middle and High. Students' attainment in external GL and IGCSE assessments are weak. In lessons and their work, most students attain in line with curriculum standards across all phases.</li><li>• In FS, most children can count to 20 and measure objects using non-standard units, such as cubes and paperclips. Children in FS and lower Primary years are less skilled in using practical apparatus to reinforce and consolidate their understanding of place value. By Year 5, most Primary students can differentiate between 2D and 3D shapes and find their area, and can find fractions of three-digit numbers. By the end of middle phase, students can apply their mathematics skills to use percentage change to calculate profit or loss in business transactions. They are less skilled at extracting key information in word problems to perform appropriate operations. High phase students demonstrate their knowledge and understanding of algebra and trigonometry to solve complex logarithmic equations.</li><li>• All groups of students make expected progress, although students' recent work shows girls make better progress than boys in Middle and High.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Primary students' ability to find area of various shapes and spheres.</li><li>• High phase students' ability to solve complex logarithmic equations.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability in solving word problems.</li><li>• FS and lower Primary students' skills in using practical apparatus.</li></ul>





<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is acceptable across all phases. In internal assessments, students make broadly acceptable progress overall. In lessons and in their work, most students make acceptable progress in all phases.</li><li>• Internal data indicates attainment is very good in Primary, and weak in Middle and High. GL examination outcomes are acceptable overall in Middle but weak in Primary. The IGCSE examination results are good for chemistry and weak for biology and physics. The attainment of the small number of students entered for AS level was weak. This is not seen in lessons and their work where most students attain in line with curriculum standards in all phases.</li><li>• FS children can identify people who help them, for example policemen and chefs, and relate these to their lives and familiar situations. In Primary, Year 4 students can describe the relationship between the earth and the moon and demonstrate how the earth rotates, making accurate observations on the impact this has on night and day. Older students in Primary are less secure in their understanding of the fair test or how to control variables in experiments. Middle students can describe the properties of light and recall the laws of refraction and reflection. Year 9 students can describe the process of convection in liquids and design a simple investigation to test hypotheses set by the teacher. In High, Year 11 students know the scientific terms associated with genetics and heredity and carry out basic monohybrid crosses and chemistry students can follow instructions and work safely in the laboratory to perform quantitative analysis experiments. Year 13 physics students can calculate specific heat capacity. Students have few opportunities to extend their experimental skills through designing and carrying out investigations to test their own hypotheses.</li><li>• All groups of students make expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' observation and inquiry skills in Primary.</li><li>• Students' ability to follow instructions in performing simple science experiments.</li></ul>	<ul style="list-style-type: none"><li>• Primary students' understanding of the fair test and controlling variables.</li><li>• High phase students' ability to design and carry out investigations to test their own hypotheses.</li></ul>



<b>Other subjects</b>	<ul style="list-style-type: none"><li>Achievement overall in other subjects is acceptable. In internal assessments, students make broadly acceptable progress overall. In lessons and their work, most students make acceptable progress in all phases.</li><li>Internal assessment data indicates that attainment is acceptable in business studies in Middle and High, outstanding in ICT in Primary and good in Middle. In upper Primary and Middle, French is acceptable and Urdu is outstanding. There is no internal data for art, music or PE. Students' attainment in IGCSE in ICT is outstanding, the attainment of the few students who entered AS level was weak. Attainment in IGCSE business studies was weak. In lessons and their work, student attainment is acceptable overall in FS, Primary and Middle but good in High.</li><li>In lessons, students' attainment in PE is acceptable. Most students develop skills across a range of activities such as football and swimming. Students develop their art skills progressively as they move through the school. By Middle they can use primary and secondary colours effectively. However, they do not use a wide variety of media such as oils or acrylic paints in their artwork. Students make less progress in the development of their music skills as they do not engage actively with the activities or play a variety of instruments. Students' skills in ICT develop progressively as they move through the school. High students can confidently create spreadsheets to interpret different categories of data. They do not apply these skills consistently across other subjects. In French, students can use singular and plural nouns. In French and Urdu students' speaking skills are underdeveloped and they lack confidence in reading aloud. In business studies, students in High can describe how companies report their annual accounts and the importance of accurately reporting assets and liabilities.</li><li>All groups of students make expected progress.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' progressive development of PE skills in swimming and football.</li><li>Students' ICT skills in using spreadsheets in the upper Middle and High.</li></ul>	<ul style="list-style-type: none"><li>Students' art and music skills in Primary.</li><li>Students' speaking skills in French and Urdu.</li></ul>



<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Most students enjoy learning and demonstrate positive attitudes in lessons. They take some responsibility for their own learning and have a reasonable understanding of what they need to do to improve the standards of their work. A minority are overly passive and need to be encouraged to engage with the learning and a few are too reliant on their teachers for direction.</li><li>• Most students are able to work in groups and interact with each other in a productive way. They listen to each other's contributions in group discussions and the older students provide constructive criticism. On occasion, group discussions are dominated by an individual and not all contribute equally.</li><li>• Students can make links between areas of learning, for example in linking aspects of social studies and science to life in the UAE. However, they are less able to consistently link their learning to understand the world.</li><li>• Students' skills to think critically is developing; their research and enterprise skills and ability to work independently is more inconsistent particularly in primary and middle phases. Students show limited skills in research and innovation. They use learning technologies in limited ways to support their learning.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' positive attitudes to learning.</li><li>• Students' collaboration skills.</li></ul>	<ul style="list-style-type: none"><li>• Independence, innovation and enterprise skills.</li><li>• Students' independent use of ICT and learning technologies.</li></ul>



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

Indicators:	FS	Primary	Middle	High
<b>Personal development</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Students' personal and social development, and their innovation skills are good overall; their innovation skills are acceptable.</li><li>Students show positive attitudes towards their learning and appreciate critical feedback and respond positively to further improve. Students are self-disciplined overall. Behaviour and relationships throughout the school are very good. Bullying is very rare.</li><li>Students have a good understanding of healthy lifestyles including the importance of a balanced diet and exercise. They make appropriate choices; for example, when deciding what to bring to school to eat at break time.</li><li>Attendance is very good at 96%. Almost all students are punctual to school and lessons, but a few are late in the mornings.</li></ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Students show clear respect for the values of Islam and how these influence UAE society, and demonstrate these in their attitudes towards each other. They have a strong sense of moral values. They have good knowledge and understanding of the UAE culture and heritage. They participate in various extra-curricular activities relating to the UAE culture, such as the weekly UAE national club.</li><li>Students show deep understanding of their own and other cultures. They embrace opportunities to interact with students from other cultures within their school.</li></ul>				
<b>Social responsibility and innovation skills</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>



- Students have a good understanding of their responsibilities in the community. The School Council leads initiatives in the local community including visits to homes for the elderly. Students prepared 'Ramadan bags' and distributed them to the poor.
- Students have a positive work ethic. Innovation and enterprise skills in lessons are less well developed.
- Students understand the importance of environmental conservation in the wider world and take part in local conservation projects regularly. For example, the eco-club students initiate environmental projects to raise awareness such as the Eco T-Shirt Design competition.

**Areas of Strength:**

- Students' understanding of Islamic values and their appreciation of UAE heritage and culture.
- Students' environmental awareness.

**Areas for Improvement:**

- Students' innovation skills.
- Improved punctuality in the morning.





## PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	FS	Primary	Middle	High
<b>Teaching for effective learning</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>The overall quality of teaching and assessment is acceptable. Most teachers are secure in their subject knowledge and demonstrate understanding of how students learn. Recent strategies introduced through appropriate continuous professional development (CPD) have yet to make a significant impact on students' learning.</li><li>Teachers generally plan purposeful lessons making effective use of time and the resources available. The learning environment in the FS is now conducive to the learning requirements of children. In Primary, lessons are largely teacher-led with an over-reliance on textbooks. The tasks designed are, at times, either too easy or too teacher-led to promote progress in lessons.</li><li>Students are engaged as a result of the positive learning environment. In most lessons, teachers are prepared with several activities for students to work in groups. These group tasks are not always productive as the tasks are not adapted sufficiently to meet the range of students' learning needs and are, on occasion, dominated by individuals. In most lessons, teachers do not use questions effectively to develop the students' critical thinking; problem-solving and innovation is underdeveloped overall.</li><li>In the more effective lessons, teachers use a range of strategies to meet the needs of the gifted and talented (G&amp;T) and lower-attaining students. However, this is inconsistent across most subjects. In general, a narrow range of differentiated tasks fails to provide appropriate challenge and support for the higher and lower attainers.</li></ul>				
<b>Assessment</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>Internal assessment procedures are coherent and linked to the appropriate curriculum standards and applied across subjects. Baseline tests are conducted at the beginning of the academic year. Teachers do not always use this information effectively in lessons to provide challenging targets for individual students.</li><li>Students are entered for external IGCSE, AS and A-level examinations in core subjects; Arabic first and second language students are entered for ABT assessments. In Primary and Middle students are entered for GL Progress tests to track the progress of students as they move</li></ul>				



through the school. Analyses of these assessment outcomes are not used strategically to impact on the provision for individual learners within the classroom.

- Teachers have a reasonable knowledge of their students' strengths and weaknesses. They generally mark work regularly but do not provide sufficient written feedback to help students make better progress. Peer and self-assessment is developing but this is generally inconsistent across classes.

**Areas of Strength:**

- Teachers' positive interactions to ensure students are motivated to learn.
- Internal and external assessments which provide useful information for teachers to plan for progress.

**Areas for Improvement:**

- Promotion of critical thinking and problem-solving skills through the more consistent use of questioning.
- Use of internal and external assessment information in lesson planning and implementation of these consistently to ensure the learning needs of individuals and groups are met.



## PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	FS	Primary	Middle	High
<b>Curriculum design and implementation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>The curriculum is generally broad and balanced and has a sound rationale based on the English National Curriculum and the Ministry of Education curriculum for Arabic-medium subjects. All statutory requirements are met. Implementation is adequate throughout the phases but does not always develop children's skills sufficiently in the FS.</li><li>Curriculum planning ensures adequate continuity and progression between the different phases. It builds on prior learning and meets most students' needs, particularly in the higher phases. The transition of children from FS to primary is appropriately an area of focus for school management.</li><li>Middle and High students have some choice of pathways in their selection of languages and in the subject options for IGCSE and AS level.</li><li>Cross-curricular links are planned and integrated into lessons. This helps students link areas of learning and relate their studies to the wider world. However, the implementation of these plans is inconsistent.</li><li>Senior leaders meet regularly to conduct curriculum reviews and identify development priorities although these meetings are at an early stage of development and the impact of the reviews is not consistently apparent in lessons. The priorities identified in the review meetings inform CPD.</li></ul>				
<b>Curriculum adaptation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>The school makes adequate modifications to the curriculum to meet the needs of most groups of students. The needs of the very few students with special educational needs (SEND) are met well. The curriculum is less well adapted to meet the learning needs of the G&amp;T and lower-attaining students. Adaptations and modifications to the taught curriculum are not yet supporting students' innovation, enterprise and independent learning skills in lessons.</li><li>There are acceptable opportunities for enterprise, innovation, creativity, and social contributions in the wide range of planned extra-curricular activities and community link</li></ul>				



activities which enrich the curriculum. Appropriate learning experiences are provided to develop students' understanding of the UAE's culture and society.

**Areas of Strength:**

- Curriculum planning which ensures continuity and progression.
- Curriculum pathway choices provided in Middle and High.

**Areas for Improvement:**

- Modification of the curriculum to meet the learning needs of students.
- Modification of the curriculum to develop students' innovation and enterprise skills.



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

Indicators:	FS	Primary	Middle	High
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• The protection, care, guidance and support of students is good. Procedures for safeguarding are effective. Staff and parents are trained in child protection policies. Students know the procedures and can access confidential helplines if they have concerns.</li><li>• The school provides a very safe and hygienic environment. Transportation supervisors operate a secure login system for students that updates the school and parents with the location of students. Safety checks are conducted regularly, and accurate records are maintained and stored securely. Security cameras throughout the school are regularly monitored.</li><li>• The buildings and equipment are well-maintained. There is some overcrowding in classrooms and limited access for physically disabled students.</li><li>• The school systematically promotes safe and healthy living through workshops, assemblies, and lessons. The nurses ensure that parents are aware of healthy foods and check that students make healthy choices. They work alongside the PE staff to encourage exercise. The food in the school canteen is closely monitored.</li></ul>				
<b>Care and support</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• Staff have positive and supportive relationships with students. There is a school behaviour policy, and systems and procedures for managing behaviour are mostly successful. Attendance and punctuality are monitored, although a few students are late each morning.</li><li>• A recently appointed special needs co-ordinator has introduced processes to identify and support SEN and G&amp;T students, however, these are in the early stages. Support is effective for the few SEN students. It is adequate for G&amp;T students.</li><li>• Students' well-being and personal development are monitored by nurses, teachers and the school councillor. They are provided with career guidance, advice and support to pursue further opportunities in education and employment.</li></ul>				





**Areas of Strength:**

- Student attendance.
- The promotion of safe and healthy living.

**Areas for Improvement:**

- Consistent management of student behaviour.
- Provision and support for G&T students.



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

### Indicators:

<b>The effectiveness of leadership</b>	<b>Acceptable</b>
<b>Self-evaluation and improvement planning</b>	<b>Acceptable</b>
<b>Partnerships with parents and the community</b>	<b>Good</b>
<b>Governance</b>	<b>Acceptable</b>
<b>Management, staffing, facilities and resources</b>	<b>Acceptable</b>

- The quality of the leadership in the school is acceptable. The principal has only been in post for a short period but has a clear vision for the school and sets a clear strategic direction. There is no vice-principal. Under the principal's direction, the senior team, some of whom are also recent appointments, work effectively to ensure that the vision is shared and delivered by the school community. Senior leaders are committed to delivering UAE national priorities and creating an inclusive school. Most of the leadership team have a secure understanding of the curriculum and best practice in teaching and how to bring about improvement. Relationships and morale throughout the school are good.
- Senior leaders understand that improvement in key areas is required. Some key aspects of the school's provision have improved, other important areas have yet to be addressed consistently.
- The school's self-evaluation and school improvement procedures are acceptable overall. The self-evaluation process includes the analyses of assessment data and regular classroom observations. While this is a positive start in creating a culture of monitoring and evaluation, the observations are not focused clearly enough on the students' learning and outcomes in lessons. The school development plan has relevant targets, but these are not focused sharply enough on improving student outcomes in lessons. Subject leaders produce useful action plans with targets for improvement in teaching, but these too do not have clear targets for improvement in students' attainment.
- The school is successful in engaging parents in supporting their children's learning. The regular parents' meetings are well attended. Parents' views are gathered through surveys which help inform school policy and practice. Strategies used by the school for communicating with parents ensure they are well-informed about their children's work and progress. The school has useful links with the local community. National and international partnerships are being re-established after the recent pandemic.



- The governing body meets regularly and includes representatives of the school and local community. Representatives of parents, teachers and the students' council meet with the governing body occasionally and provide insights into the work of the school. Governors have acceptable access to information on students' achievements and have an increasing influence on the school's overall performance.
- Most aspects of the day-to-day management of the school are generally well-organised and efficient. The school is adequately staffed, most of whom are well-qualified. Arrangements are underway to appoint a new vice-principal. Staff benefit from CPD, which is focused on key aspects of teaching, and use resources to promote acceptable academic and personal development for students. The premises are well maintained and support effective teaching. The school is adequately resourced.

**Areas of Strength:**

- The vision for school improvement of the principal.
- The communication and reporting to the parents.

**Areas for Improvement:**

- The processes for monitoring and evaluation which have a clear focus on student achievement.
- Subject action plans which have clear, measurable targets for raising students' attainment.



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- Sixteen teachers teach Arabic throughout the school including four in FS. The teacher: student ratio is 1:25.
- The school library contains approximately 2690 books of which 2609 are fiction and 81 are non-fiction. Students have access to an on-line library where books are changed termly. A full-time librarian encourages students to attend the library by organising book club meetings. Records are maintained of books that are borrowed by students.
- Class libraries in FS contain a range of books in Arabic. There are no class libraries in any other phase.
- A number of competitions are organised to promote reading in Arabic throughout the school including a Arabic Reading Challenge competition. Book fairs are arranged for students and parents and special assemblies are held to promote reading in Arabic. Parents are encouraged to read to their younger children in Arabic at home. A member of the governing body runs workshops for parents on how they can support their children's reading.

### The school's use of external benchmarking data

- All students are entered for a range of international tests and examinations. CAT4 diagnostic tests are administered for students in alternate year groups. All students in years 4-10 are entered for GL progress tests. Older students are entered for IGCSE examination with each student entered for a minimum of five subjects. Year 12 students are entered for AS levels in three subjects. This year is the first time the school has had a Year 13 group. These students will be entered for A-level at the end of this academic year. Students in Arabic first and second language are entered for IBT and ABT assessments. ABT assessments started this academic year. An appropriate sample of students is entered for the TIMSS, PIRLS and PISA assessments.
- Students are prepared for tests by having practice tests using questions aligned to those that will appear on the PISA and TIMSS assessment. The curriculum has also been modified to reflect the thinking skills required for success. In addition, students are set reading assignments to practice at home for PIRLS. Students are also prepared for IGCSE, AS and A-level by practising questions.
- Teachers have attended CPD Sessions conducted by SPEA for PIRLS and PISA.
- Individual reports of students' outcomes in assessments are shared with students and parents and performance discussed during progress meetings with parents.

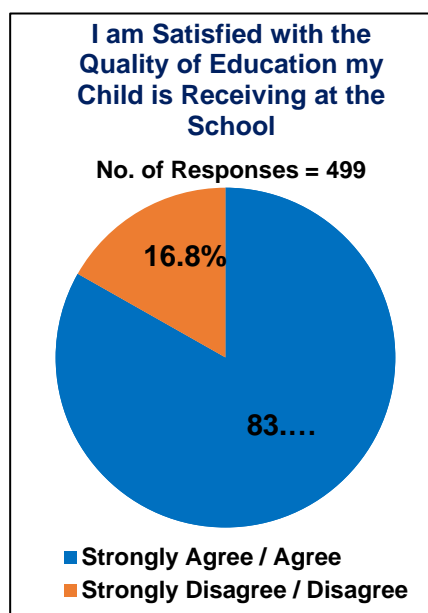
### Provision for KG



- There are six teaching groups in FS, the ratio of teachers to children is one teacher: 25 children. Each teaching group has one classroom assistant; the ratio is one assistant: 25 children.
- Each classroom has identified stations for learning activities for each of the elements of the EYFS framework, for example a story corner and roleplay centre. All classrooms are fitted with interactive whiteboards.
- A large outdoor play area is divided into sections to facilitate elements of the EYFS framework such as a messy play area and a sensory area. The area has a number of large toys to promote the children's development of their motor skills.
- Open days and orientation sessions are provided for parents during which the EYFS curriculum is explained, and the teachers enhance children's skills development. There is a transition policy for children moving into Year 1 which is communicated to parents and explained during parent-teacher meetings.



## VIEWS OF PARENTS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise students' achievement in all subjects to good by:
  - using a wide range of resources to stimulate and motivate students and reinforce key learning
  - consistent use of effective questioning to assess individual student's understanding and challenge them to extend their knowledge
  - building on the useful start made in the analysis of internal assessment data and ensuring that teachers use it to plan and deliver learning activities for students of all abilities
  - providing teachers with CPD on effective strategies for differentiating lessons.
- Improve students' skills of innovation, enterprise, enquiry, research, critical thinking and their use of technologies particularly to challenge the higher-attaining students by:
  - observing and sharing best practice between teachers.
  - developing teachers' use of questioning strategies that require students to give extended responses in lessons to promote their language and critical thinking skills
  - reviewing how the students' independent learning and collaboration skills are developed systematically and include them, where appropriate, more consistently within the teachers' lesson planning
  - using ICT in lessons where this will support effective learning
  - applying more consistently the professional development in teaching strategies that impact directly on students' learning.



- Ensure that school improvement documents are used effectively to raise standards by:
  - strengthening middle leaders' evaluations of lessons to have a clearer focus on learning outcomes
  - using the most recent internal and external assessment data to set quantifiable targets for each subject and phase of the school
  - ensuring subject leaders use evaluations to inform their action-planning and target-setting processes
  - reviewing student achievement in relation to these targets at regular intervals, throughout the year, and adjusting where necessary.

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](mailto:schools.review@spea.shj.ae) within three weeks of receiving this report.