ITQAN
Programme

School Performance Review

REPORT | **(SPR)**

FAR EASTERN PRIVATE SCHOOL
10 to 13 February 2025

Overall
Effectiveness
Rating:
GOOD

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

Purpose

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

Scope

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

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

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

The 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.

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SCHOOL INFORMATION

School	School ID	148
	School location	Al Shahba, Sharjah
	Establishment date	2001
	Language of instruction	English
	School Curriculum	Philippine
	Accreditation body	N/A
	Examination Board	N/A
	External Assessments International and Curriculum Benchmark Assessments	Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS) Progress in International Reading Literacy Study (PIRLS) Assessment of Scholastic Skills through Educational Testing (ASSET) Performance Assessment of Standard and Skills (PASS) Cognitive Abilities Test (CAT 4)
	Fee Range	AED 3,700 to AED 6,000
Staff	Principal	Mary Jane P. Onato
	Chair of board of governors	Maria Teresa Sales Al Ansari
	Total number of teachers	60
	Total number of teaching assistants	9
	Turnover rate	1.67%
Students	Teacher: student ratio	1:23
	Total number of students	1,381
	Total number of students per phase	Phase 1: 155 Phase 2: 783 Phase 3: 345 Phase 4: 98

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Phase 1: number and gender	Boys: 68	Girls: 87
Phase 2: number and gender	Boys: 427	Girls: 356
Phase 3: number and gender	Boys: 175	Girls: 170
Phase 4: number and gender	Boys: 48	Girls: 50
Total number of Emirati students	0	
Phase 1: number and gender	Boys: 0	Girls: 0
Phase 2: number and gender	Boys: 0	Girls: 0
Phase 3: number and gender	Boys: 0	Girls: 0
Phase 4: number and gender	Boys: 0	Girls: 0
Nationality groups (largest first)	1. Filipino	
	2. Afghani	
Total number of students with special educational needs	17	

PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
ACCEPTABLE	**GOOD**

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 105 lesson observations, 40 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is an improvement since the previous review visit.

The school's overall effectiveness is good. This has improved since the last review. The school has made good progress in addressing the areas for improvement identified at the last review. Attainment and progress are now mostly good across the school. There are some inconsistencies in Phase 2. Students are highly articulate and effective communicators. Students' learning skills are good. Teaching and learning are of good quality. Systems to identify students with additional learning needs are robust and effective, although provision to support their learning within classes is not yet so consistent. Leadership and management are now good. An enhanced leadership structure has given the school added leadership capacity and this has contributed to their accelerated improvement. School self-evaluation processes are effective. Governance is now good. Students' personal and social development is good. The curriculum is good. Arrangements for the protection, care and guidance of students are good. The learning environment remains rather cramped in some areas. The school's partnership with parents is good.

KEY AREAS OF STRENGTH:
- Students' good progress in most subjects and phases.
- Students' learning skills, especially in Phase 4.
- Students' attitudes to learning and their attendance.
- Teaching that is impactful on students' progress in most subjects.
- The support for students' health, safety and wellbeing.
- The effective leadership of the school.

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KEY AREAS FOR IMPROVEMENT:
- Students' attainment in Islamic education and Arabic as a Second Language (ASL).
- Students' attainment in science and other subjects in Phase 2.
- Students' progress and attainment in mathematics in Phase 3.
- The use of data to inform lesson planning and curriculum adaptation.
- The availability of learning support staff to support the academic and personal needs of all students with special educational needs (SEN).
- The support for students of different abilities especially those with SEN.

PERFORMANCE STANDARD 1: **STUDENTS' ACHIEVEMENT**				
Students' achievement is good overall.				
Indicators:		Phase 1	Phase 2	Phase 3	Phase 4

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	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as an additional Language)	**Attainment**	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Good	Good	N/A
Social Studies	**Attainment**	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
English	**Attainment**	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	**Attainment**	Good	Good	Acceptable	Good
	Progress	Good	Good	Acceptable	Good
Science	**Attainment**	Good	Acceptable	Good	Good
	Progress	Good	Good	Good	Good
Other subjects (Art, Music, PE)	**Attainment**	Good	Acceptable	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Good	Good	Good	Very Good

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Islamic Education	• Students' achievement in Islamic education is good overall. Children in Phase 1 do not study Islamic education. Lesson observations and students' work indicate that the majority of students make better than expected progress in Phases 2, 3 and 4. This does not match the school's judgments of progress where most students make the expected progress across the phases. • There are no externally benchmarked assessments in Islamic education. Internal assessment data indicates that most students' attainment in Phases 2, 3 and 4 is in line with curriculum expectations. Lesson observations and students' work confirm the same level of attainment. • In Phase 2, students make progress in understanding the basics of Islamic values, the importance of Islamic worship and the practices of appropriate Islamic behaviour. In Phase 2, students gain new learning in understanding and explaining the five pillars of Islam and understanding the oneness of Allah (SWT). They understand the concept of charity. Students' knowledge and practice of the rules of worship are insecure. In Phases 3 and 4, students make progress in understanding Islamic etiquettes as they draw from the values of good deeds and the believers' faith, and the ethics from the Surah of the Prophet Muhammad (PBUH). Their understanding of how to support their opinions with evidence from the Holy Qur'an and the Noble Hadeeth is less developed. In Phase 4, students understand the importance of recording Sunnah and its stages and benefits in Islam. The application of Tajweed and the recitation rules are secure for a minority of students. • Most groups of students make similar progress which is more than expected. Higher-attaining students do not always make the progress to achieve their full potential.

Areas of Strength	Areas for Improvement
- Students' understanding and application of Islamic values, and etiquettes through faith-based principles across all phases. - Students' understanding of the meaning of worship and their connection with Allah (SWT) and the Holy Qur'an. - Students' understanding of the concept of charity in Phase 2.	- Students' understanding and application of the Tajweed rules in all phases. - Students' use of evidence from the Holy Qur'an and the Noble Hadeeth to support their opinions across all phases.

Arabic

- Students' achievement in ASL is good overall. The school's internal data indicates that most students make the expected progress in Phases 2 and 3. This does not match with what is seen in lessons or in students' work, where the majority of students in all phases make more than expected progress. Children in Phase 1 do not study ASL. Older students in Phase 4 do not study ASL.
- The school's internal data indicates that attainment is above curriculum expectations for the majority of students in all Phases 2 and 3. There are no external benchmark assessments in ASL. In lessons and in students' work, most students demonstrate knowledge and skills in line with curriculum expectations.
- In Phase 2, most students make progress in applying basic grammar rules in writing and are making progress in understanding the meaning of basic texts. In Phase 3, most students make progress in listening and speaking in standard Arabic using correct tenses and vocabulary. They make less progress in extended writing using accurate literary devices and enriched vocabulary. Across all phases, listening and reading are relatively stronger skills than speaking and writing.
- Most groups of students make similar progress which is more than expected from their varying starting points learning Arabic as a second language.

Areas of Strength	Areas for Improvement

	• Students' listening skills in Phase 3. • Students' speaking skills in standard Arabic, using accurate tenses and extended vocabulary in Phase 2.	• Students' ability to write sentences using accurate grammar and spelling in Phases 2 and 3. • Students' speaking skills using accurate grammar in Phase 2.
Social Studies	• Students' achievement in social studies is good overall in all phases. In lessons and in students' work, the majority of students make more than expected progress. This good progress does not match with the school's assessment data that suggest that the large majority make more than expected progress. Children in Phase 1 do not study social studies. • There are no externally benchmarked assessments in social studies. Internal assessment data indicates that the large majority of students attain above curriculum expectations. This is not evident in lessons or in students' work, where only a majority of students attain above the curriculum expectations. • In Phase 2, most students make progress in exploring and understanding the structure of their local community, services and some of the government entities of the UAE. The students also understand well the key characteristics of the Renaissance. They are able to compare and contrast the similarities between the UAE and the Renaissance in promoting modernisation and innovation. Students' progress in describing how education helps the citizens and the UAE economy grow is less developed. In Phase 3, students make progress in confidently discussing the similarities of the lives of the indigenous people in North America with those of the Bedouin. In Phase 4, students make progress debating the rise and fall of ancient civilisations and the concept that "Greatness is Built and No Empire Stands Forever". • Most groups of students make similar progress which is more than expected. Girls in Phases 2 and 3 make better progress and attainment than the boys.	
	Areas of Strength	**Areas for Improvement**

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	• Students' skills in comparing and contrasting the differences and similarities between the UAE and the Renaissance in Phase 2. • Students' application of their knowledge and skills in debates in Phase 4.	• Students' deeper knowledge of how education helps the skills of citizens and the growth of the economy of the UAE in Phase 2. • Students' progress in understanding the role of government entities in the UAE, especially the progress of boys in Phases 2 and 3.
English	• Students' achievement in English is good overall. The school's internal data indicates that the majority of students make more than expected progress over time across all phases. This matches with what is seen in lessons and in students' work where the majority of students make better than expected progress across the phases. • The school's internal assessment data indicates that attainment is above curriculum standards for the majority of students in Phases 1 and 3 and most students in Phases 2 and 4. This does not match with students' knowledge and skills in lessons or in their work which shows that the majority of students attain above curriculum standards in all phases. There are no external examinations for Phase 1. Results in external assessments in PASS indicate that most students attain in line with expectations across all phases. • Students exhibit well-developed literacy skills, except in independent and extended writing, across all phases. In Phase 1, children make progress in expanding their vocabulary. In Phase 2, students make progress in creating imaginary about emergencies such as a storm. They can predict the outcomes, distinguish between facts and opinions, real and made-up texts. Students in Phases 3 and 4 make progress in the literacy skill of inferring information and presenting it with supporting facts. This enables them to evaluate and determine fake and truthful information on social media or formulate statements of opinions. Students in Phase 4 are able to analyse, argue their point of view and persuade an audience convincingly. Independent and creative writing as well as students' ability to write extended pieces across all phases is less developed. • Most groups of students make similar progress which is more than expected. Students with SEN usually make the expected progress. Higher attainers do not always make enough progress to realise their potential.	
	Areas of Strength	**Areas for Improvement**

	• Students' ability to comprehend texts and extract relevant information in Phases 3 and 4. • Students' ability to predict outcomes, distinguish facts from opinions, and identify fictional and non-fictional texts in Phase 2.	• Students' writing skills, including extended writing across all phases. • Students' independent and creative writing skills in Phase 2.
Mathematics	• Students' achievement in mathematics is good overall. In lessons and students' work, the majority of students in Phases 1, 2 and 4 make more than expected progress and in Phase 3, most students make the expected progress. This does not match the school's internal data which indicates progress is more than expected in all phases for the large majority of students. • There are no external examinations for Phase 1. Internal data indicates that the majority attain above curriculum standards across the phases. The external ASSET benchmarks assessments and the results in external assessments in PASS indicate that the majority of students attain above curriculum standards in Phases 2 and 4. Results in external assessments in PASS in Phase 3 indicate most students attain in line with curriculum standards. Recent TIMSS international assessment results data indicate attainment is below international averages in mathematics in Phases 2 and 3. • In Phase 1, children make progress counting and sorting numbers from lowest to highest, adding single digit numbers and applying this to real-life scenarios such as buying items in a shop. In Phase 2, students make progress in the different operations including multiplying 3-digit numbers by a single digit. In Phase 3, students make progress adding integers, finding percentages and relating this to discounts and the calculation of tips and taxes. They can state the formula for a line, calculate the slope and the y-intercept. They are less confident in solving problems and mental mathematics is not always secure. In Phase 3, students make progress identifying and writing quadratic equations. Reasoning skills are less developed and they rely on software to graph quadratic equations. By the end of Phase 4, students understand the trigonometric concepts and can derive measurements using the chord-chord and the secant-secant theorems and formulas. • Most groups of students make similar progress which is more than expected.	
	Areas of Strength	**Areas for Improvement**

	• Students' skills in basic number operations and relating this to real life in Phases 1 and 2. • Students' accurate application of trigonometry rules in Phase 4.	• Students' ability to solve complex problems and their reasoning skills especially in Phase 3. • Students' attainment, and their mental mathematics and knowledge of key number facts in Phase 3.
Science	• Students' achievement in science is good overall. The majority of students attain above curriculum expectations, except in Phase 2, where attainment is in line with curriculum expectations. This aligns with what is seen in lessons and in students' work.There are no external examinations for Phase 1. • The school's internal data indicates that attainment is in line with curriculum standards for most children in Phase 1. Internal data suggest attainment is above curriculum standards for the large majority of students in Phases 2 and 4, and the majority in Phase 3. Results in external assessments in PASS indicate that attainment is above curriculum standards for the large majority in Phases 1 and 2 and in line for most students in Phases 3 and 4. TIMSS 2023 results suggest attainment is above international standards in Phase 2 and slightly below international standards in Phase 3. • In Phase 1, children make progress exploring plants through hands-on activities. They count leaves and seeds in fruits, and design and label plant parts, enhancing their scientific skills. In Phase 2, students make steady progress in understanding the dynamics of forces and Newton's Law of Motion through simulations and hands-on experiments with magnets, rolling objects and balloon rockets. In Phase 3, students make progress in applying their laboratory skills to investigate particle behaviour in various states of matter. By Phase 4, students can prove experimentally that gases have properties such as mass, volume, temperature and pressure. Although the school has worked to improve students' scientific inquiry skills across phases, they remain less well developed in Phase 1, especially in Grades 1 and 2. • Most groups of students make similar progress which is more than expected.	

Areas of Strength	Areas for Improvement
• Children's understanding of plant parts and their functions in Phase 1. • Students' laboratory skills and their understanding of scientific methods in Phases 3 and 4.	• Students' attainment in Phase 2. • Students' understanding of scientific inquiry and experimentation in Grades 1 and 2.

Other subjects	- Students' achievement in other subjects is good overall. The school's internal data indicates that the majority of students, over a diverse range of other subjects, make better than expected progress. This broadly aligns with what is seen in lessons and in their work where the majority of students across the phases make more than expected progress. - There is no external data for the subjects offered. Students in all phases study music, art, physical education (PE) and health (MAPEH) and computer skills, values education and technology and livelihood education (TLE). In lessons, the majority of students in Phases 1, 3 and 4 attain above curriculum standards in art, In Phase 2, the majority of students attain above the expected level in art and computer studies, while most students attain in line with the curriculum standards in home economics (HELE) and Good Manners and Right Conduct (GMRC). - Children in Phase 1 make more than expected progress in art through drawing and colouring and developing their fine motor skills. Phase 2 students continue to make more than expected progress in other subjects. Opportunities in art include painting and three-dimensional work where students develop carefully crafted town scenes within boxes. Older students are currently focused on the history of art and can discuss the differences between Impressionism and Post-Impressionism in an informed way. Students make good progress in information technology (IT) in Phase 2, where there is some integration with the teaching of art. Grade 4 students can use IT programmes to confidently produce digital artworks. The rate of progress in IT increases further in Phases 3 and 4, where lessons were mainly focused on the theoretical aspects of computing, including coding. Students confidently make group presentations, communicating their understanding of the current topic. Most students demonstrate basic skills in sewing and repairing in their Phase 2 home economics classes. Phase 2 GMRC lessons sometimes have a relatively slow pace and do not consistently offer an appropriate level of challenge. The musicians in the school's Drum and Lyre band demonstrate an impeccable sense of timing and coordination. - Most groups of students make similar progress which is more than expected.

	Areas of Strength	Areas for Improvement
	• Students' knowledge of the history of art in Phases 3 and 4. • Students' engagement in music and performing arts across the school. • Students' IT skills and their knowledge of technology in all phases.	• Students' knowledge and skills in art and health education in Phase 2. • Students' progress in life skills lessons in all phases.
Learning Skills	• Students' learning skills are good overall. Across the phases, students are actively involved in their learning and are capable of working on their own when given the opportunity to do so and this is a stronger feature with older students in Phase 4 As the students move up the phases, the need for much guidance from teachers reduces and they can productively work and access resources including technology to complete tasks. • Students work collaboratively with productive outputs although collaboration in Phase 1 is teacher-directed and not self-initiated. Students are respectful of the views of others and respond thoughtfully to feedback. They can confidently and clearly communicate with their teachers and classmates. • In most lessons, students find connections across the different curriculum subjects such as in maths and science or the arts, and social studies and science. There is a clear demonstration of understanding when they apply their learning to what is happening in the world around them. • Critical thinking and problem solving are developing features in learning in Phases 1, 2 and 3. This is stronger in Phase 4.	
	Areas of Strength	Areas for Improvement
	• Students' collaboration and communication skills, particularly in Phase 4. • Students' ability to take responsibility for their learning in Phase 4.	• Students' independent research skills in all phases. • Students' critical thinking and problem-solving skills across Phases 1, 2 and 3.

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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	**Very Good**	**Good**	**Very Good**	**Very Good**

- Students' personal development is very good overall. Students demonstrate positive and responsible attitudes. They are self-reliant and respond well to critical feedback that supports their progress, particularly in Phases 3 and 4. They are mostly self-disciplined, courteous to peers and adults, and follow school rules, ensuring a safe and orderly environment. A few boys in Phase 2 require occasional monitoring to maintain consistent engagement in lessons and appropriate behaviour during breaks. Bullying is very rare.
- Relationships between students and staff are respectful and supportive, with many positive interactions in lessons and beyond. Mutual respect and approachability encourage friendships and social engagement during transitions, on playgrounds, and at break times. Students feel safe, valued, and well supported at school.
- Students demonstrate a strong understanding of safe and healthy lifestyles, though a few occasionally make unwise food and drink choices. They actively participate in various activities, including morning exercise, basketball, and zumba, which support their overall health and wellbeing.
- Students' attendance at 96% is very good and most regularly arrive at school on time.

Understanding of Islamic values and awareness of Emirati and world cultures	**Good**	**Acceptable**	**Good**	**Good**

- Students' understanding of Islamic values and awareness of Emirati and world cultures are good overall. Students demonstrate a clear appreciation and understanding of Islamic values and Emirati traditions including how they influence life in the UAE. In Phases 3 and 4, students are aware of the annual message from H.H. Sheikh Mohammed bin Zayed Al Nayan (RIP), who supports charities during the Holy Month of Ramadan and collaborates with the Red

Crescent Society in Sharjah. In Phase 2, students' deep understanding of Islamic values and the impact on the lives of Muslims is limited.

- Students have an appropriate level of knowledge and respect for the heritage and culture of the UAE. Students participate in many UAE cultural activities including UAE National Day and the Arabic Language Day. Opportunities to develop their deeper understanding is needed in Phase 2.
- Students are knowledgeable and respectful of their own and other world cultures. They participate in a range of different events which deepen their understanding of other cultures. They participate in the Diwali festivals, Chinese New Year celebrations, the Philippine festival of Paskong Pinoy, United Nations Day, and Cameroon Day.

Social responsibility and innovation skills	Good	Good	Good	Good

- Students' social responsibility and innovation skills are good overall. Students have a strong sense of civic responsibility and contribute to their school and community through initiatives such as afforestation campaigns, desert clean-ups, and marathons organised by the Friends of Arthritis Patients' Association. They demonstrate empathy and consideration for their peers.
- Students enjoy their work and actively participate in activities planned for them. They rarely take the initiative. One of the school's innovation projects focuses on recycling, green innovation, and sustainable farming through hydroponics and greenhouse projects. Students create products including pencil cases and trash fashion from recycled materials. Entrepreneurial skills are evident in activities such as henna tattoos, selling paintings, and marketing products made by students with SEN. While most students are creative and enthusiastic, not all have the opportunity to participate in these initiatives.
- The school consistently emphasises the importance of environmental sustainability through assemblies, guest speaker talks, external events, and field visits. Students actively engage in recycling and planting programs, including initiatives including the Can Collection Drive, afforestation campaigns, and Earth Day activities demonstrating a strong commitment to environmental responsibility.

Areas of Strength:

- Students' attitudes, behaviour and relationships.
- Students' understanding and awareness of their own and other world cultures.
- Students' community involvement, volunteering and environmental awareness.

Areas for Improvement:

- Students' engagement and behaviour for learning in the boys' section in Phase 2.
- Students' deeper knowledge and understanding of the heritage and culture of the UAE, especially in Phase 2.
- Students' entrepreneurial skills in all phases.

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 for effective learning and assessment is good overall. Most teachers consistently apply their subject knowledge and their understanding of how students learn. Teachers plan lessons interestingly and purposefully to ensure positive learning experiences. Effective use of time and available resources enables students to learn productively in most lessons. In the majority of lessons, teachers encourage students to interact, collaborate, engage in discussion and use their electronic devices to research facts and figures and make presentations. This practice is less consistent in lower grades of Phase 2.
- Teachers use a range of strategies including the What I Know, What I Want to Know and What I have Learned (KWL) in questioning and dialogue to encourage children and students to think and respond meaningfully. In the best lessons, particularly in Phases 3 and 4, teachers consistently ensure the enhancement of students' public speaking skills.
- Differentiated activities and tasks are planned to meet the needs of all groups of students across all phases though scaffolding of these tasks is a developing feature. The higher attainers are often not challenged adequately.
- Teachers sometimes promote the development of critical thinking, problem solving, innovation and independent learning skills across the school.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Internal assessment processes are mainly coherent and consistent. They are linked to the national curriculum standards of the Philippines and the MoE expectations for Arabic, Islamic education and social studies. All students participate in the external assessments in the PASS examination from Phase 2 to Phase 4. Students participate in external benchmark

examinations that meet UAE priorities using PISA, TIMSS and ASSET. Students' potential is captured in CAT4.

- Senior leaders record assessment information appropriately and undertake some analysis to identify broad trends, patterns of attainment and individual progress, which is shared with the respective teachers. Teachers adequately use assessment information to inform teaching and curriculum planning to meet the needs of groups of students. This varies across subjects and phases.
- Teachers have reasonable knowledge of the strengths and weaknesses of individual students. Through marking of students' work, teachers convey clear expectations with some helpful oral and written comments to enable learning, particularly in Phases 1 and 2. Teachers provide some opportunities to challenge and support students. Follow up is minimal. Strategies such as self and peer assessments engage students in self-reflection to further improve their learning.

Areas of Strength:

- Teachers' purposeful lesson planning, to provide interesting learning experiences.
- The systems and processes for external assessments including national and international benchmarking of students' attainment in English, Filipino, mathematics and science.

Areas for Improvement:

- Teachers' strategies for appropriate support and challenge in meeting the needs of students of different abilities in lessons.
- Teachers' skills in the promotion of critical thinking, problem solving, innovation and independent learning in lessons, especially in Phase 2.
- Teachers' use of assessment information to influence teaching to meet the needs of all groups of students.

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, design and implementation of the curriculum are good across all phases. The curriculum closely reflects the requirements of the Philippines and meets the expectations for an enhanced curriculum for the UAE. The curriculum is broad and balanced, and the students take a variety of subjects including the arts and life skills, that develop their personal and academic achievements. Students are adequately prepared for the next phase of their education.
- The Philippine national curriculum in Phases 1 to 3 does not provide options for elective subjects for older students. Students are offered a broad range of academic and talent-based co-curricular activities to meet their interests and aspirations. Consultations with the guidance office, parents, links with other schools and alumni help students choose the track and strand that they will pursue in Phase 4. Cross-curricular links are carefully planned and made clear in most lessons though superficial in a few lessons. The use of real examples in daily life as well as those in the UAE context extends learning further.
- Regular reviews throughout the school year are done consistently to update the curriculum content and the delivery of lessons. These reviews factor in the results of internal and external benchmark examinations.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Good

- School leaders have adapted aspects of the curriculum to transition into the new Philippine curriculum and to meet the needs of most groups of students. This is inadequate for those identified with SEN and the gifted and talented (G&T). These identified students benefit from a limited range of support programmes led by specialists, learning support staff, volunteer older students, and teachers in class or intervention sessions.
- Adequate curriculum modifications promote learning skills by emphasising age-appropriate inquiry-based learning that promotes curiosity and exploration as seen in Phase 1. There is development of students' communication skills across a range of situations and a high level of

collaboration in Phase 4. Enterprise and innovation are not yet consistent in lessons across the school, particularly in some grade levels and subjects in Phase 2.

- In lessons and thematic celebrations throughout the school year, appropriate learning experiences are provided to develop students' understanding of Emirati culture and UAE society and values.

Areas of Strength:

- The provision for student guidance on progression to the next phase of education in Phase 4.
- The carefully planned range of extracurricular activities for students in all phases.

Areas for Improvement:

- The implementation of curriculum modifications to meet the needs of all groups of students, especially those with SEN and G&T.
- The modification of the curriculum to promote enterprise and innovation in all phases.

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

The protection, care, guidance and support of students are good overall.				
Indicators:	**Phase 1**	**Phase 2**	**Phase 3**	**Phase 4**
Health and safety, including arrangements for child protection /safeguarding	**Good**	**Good**	**Good**	**Good**

- The protection, care, guidance and support of students are good overall. The school has effective safeguarding procedures, including a comprehensive child protection policy. At the beginning of each academic year, all stakeholders receive an orientation on these procedures. Regular and thorough safety checks are conducted. Supervision is effective on school transportation, during breaks, and between class transitions. The school ensures effective protection for students against all forms of abuse, including bullying and online threats via the internet and social media.
- The school has effective risk assessment procedures in place to ensure student safety, with regular inspections to identify and mitigate hazards. The premises are well maintained, and secure records track safety protocols and incidents. A clinic, staffed by a nurse and part-time doctor, provides routine health checks. The building is not fully inclusive for students or staff with physical disabilities due to the lack of an elevator.
- The school promotes physical, emotional, and mental health through assemblies, training, and guest lectures on topics such as adolescence, friendships, emotions, stress, smoking, drugs, and cancer awareness. In the morning assembly, leaders emphasise the role of fruit and vegetables in a healthy diet. The school has a basic canteen, offers water, fruit and fruit drinks, and students are encouraged to bring healthy snacks. Physical activity is further promoted through regular exercise and sports training. Occurrences of obesity at the school have not been fully addressed.

Care and support	**Good**	**Acceptable**	**Good**	**Good**

- Almost all staff develop positive relationships with the students. There is a climate of trust and respect in the school. The school has positive behaviour management systems in place. As a result, most students manage their own behaviour effectively in and around the school. This positive picture is not as evident in the early stages of Phase 2.

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- The school keeps accurate records and has efficient and effective systems for managing attendance and punctuality. The school promotes effectively regular attendance and punctuality. The students receive a range of incentives for good attendance and punctuality.
- A counsellor and the special educational needs coordinator (SENCO) assist in ensuring the appropriate procedures for identifying students with SEN are in place. All students with SEN have Individual Education Plans (IEPs), with appropriate targets which are reviewed regularly with parents and staff. Students who are G&T are identified well by CAT4 and reports from class teachers. There are advanced learning plans in place which outline appropriate goals for G&T students.
- The support for students with SEN is not yet appropriately managed or impactful. Support given individually and in lessons is variable, particularly after Grade 1 when there are no support staff in the class. A robust and clear plan to ensure students receive the necessary support for them to make consistent academic progress has not yet been implemented. G&T students benefit from accelerated learning opportunities in some specific areas, and some take part in competitions and clubs in the wider community.
- Staff monitor the wellbeing and personal development of students appropriately. All students have access to appropriate advice and guidance on academics, careers, and personal development. Older students provide an effective buddy mentoring programme for the younger students to promote personal and academic development. In Phase 4, students benefit from attending university fairs. They also take part in visits to allow them to make an informed choice on their options when leaving school.

Areas of Strength:

- The management and promotion of students' attendance and punctuality.
- The effective buddy mentoring programme in Phase 4 to support younger students.
- The rigorous and robust child protection, safety checks, risk assessment procedures, and secure record-keeping.

Areas for Improvement:

- The implementation of systems for managing and improving the behaviour of students, especially boys in Phase 2.
- The enhanced provision and personalised support for students with SEN and G&T.
- The implementation of systems that monitor students' food and drink choices and actions to address obesity.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership	Good

- The quality of leadership and management is good overall. All members of the senior leadership team demonstrate a commitment to the school and to the enhancement of opportunities for the community they serve. Over a sustained period, they have demonstrated a determination to drive improvement and raise achievement across the school. The school is fully supportive of the UAE and Sharjah education priorities. The recently restructured leadership team, with newly appointed phase leaders and enhanced roles for subject leaders, has significantly increased capacity and this has been a critical factor in raising the quality of teaching and students' outcomes across the school. Leaders have a good understanding of effective practices in teaching and learning. The school is inclusive and the identification of students with individual needs is usually effective.
- Relationships and communication are professional and effective. There is a clear delegation of key responsibilities. All staff have a secure understanding of their roles and responsibilities. Morale in the school is positive, and this is evident with all stakeholders. Achievement across the school has improved, indicating sufficient leadership capacity for further improvements. All statutory and regulatory requirements are met.

Self-evaluation and improvement planning	Good

- Self-evaluation and improvement planning are good overall. The school has an established self-evaluation cycle, supported by governors, parents, students and staff. Effective systems are in place to monitor and support teachers. There is a clear perception of which staff require additional support to enhance their skills further. External support is sought, and this has had a very positive impact on provision. The school offers extensive continuous professional development (CPD) opportunities for teachers and leaders, reflecting expectations in relation to the Philippines curriculum. School improvement planning contains achievable goals and is accurately aligned with the recommendations in the previous review. There is evidence of sustained improvement over time.

Partnerships with parents and the community	Good

- Partnerships with parents and the community are good overall. The school is effective in engaging with parents and their views are considered when planning future improvements. Parents are enthusiastic about their relationship with the school, the sense of community established and recognise the efforts made by staff to support their children. Communication is effective, making very good use of social media and the internet. Parents have regular face-to-face meetings with teachers and receive written reports about their child's progress. They are actively involved during all UAE national events and celebrations. There are efficient modes of communication with teachers and school leaders.
- There are a few partnerships with local schools, with a new external partnership being planned and due to start soon. Overall, this is not currently a strong feature. There are some well-developed links with charities and community organisations such as Red Crescent. There are some international partnerships, mainly with the Philippines, which facilitate training and updating on curriculum matters, and some homeland university links.

Governance	Good

- Governance is good overall. The governing board is well established and representative of the stakeholders in the school, including both owners and student representatives. A core group professional team is being established within the group of schools. There are secure systems for addressing any concerns around safeguarding. Governors know the school very well and have extensive roots in the local community. Support is targeted effectively to address the school's priorities. Governors are actively involved in checking the school's work and in the school self-evaluation process. There is regular interaction with parents through surveys and personal contact. Governors fulfil their roles in providing support and accountability for the school.

Management, staffing, facilities and resources	Acceptable

- The management, staffing, facilities and resources are good overall. The school's daily procedures and routines are effective, and the school runs very smoothly. The school is adequately staffed, and staff stability is good, although a little higher than usual in the past year, due to staff promotions. There are no support staff in classes beyond Grade 2 and this impacts learning, particularly for students with SEN. Overall, staff are deployed effectively. Outdoor space is restricted, given the small site. Although class sizes meet requirements, teaching spaces are often compact and this impacts negatively on learning to some extent. Classrooms do not always make use of available natural light. The quality of decoration and display could be enhanced further. There are sufficient specialist teaching areas to meet

current needs. The space to facilitate free-flow learning in Phase 1 is limited. The overall level of resources available to support learning is adequate. While the IT suite is adequately resourced, ready access to technology, in terms of devices and modern laptops, is restricted. This impacts adversely upon the development of students' independent learning skills and opportunities to research.

Areas of Strength:

- The improved capacity and impact of the senior leadership and their commitment to the school.
- The positive relationships that are now established with parents who are valued as partners in their child's education.
- The established governing board who exert a positive influence on the school.

Areas for Improvement:

- The availability of support staff to support learning across the school, particularly for students with SEN.
- The consistency of students' access to IT and technology to support learning in classrooms.
- The identification of space to support free-flow learning in Phase 1.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has 7 qualified Arabic language teachers, with a teacher-student ratio of 1:161. All students learn Arabic as a second language (ASL).
- There is one library serving all grade levels, containing approximately 437 Arabic books on various subjects, including 383 story books, information books, and Islamic texts.
- To support students' reading skills in Arabic, a digital library provides access to around 60,000 free e-books for students in all grades. Each class has a designated library period for reading and borrowing books, with borrowing records maintained and updated regularly. Students are actively encouraged to join competitions such as the Arabic Language Day event, the Arabic Calligraphy Workshop and the Conversation and Sentence Formation competition. These promote a love for the Arabic language and enhance students' speaking reading and writing skills.
- The school is committed to building an effective partnership with parents to support students in learning the Arabic language. The school organises training sessions and interactive workshops focusing on language games to encourage children to speak Arabic in an enjoyable and engaging way. Training sessions help parents learn the basics of the Arabic language and ways to support their children at home. Arabic Language Day events, allow parents the opportunity to be part of the learning experience at school.

The school's use of external benchmarking data

- The school complies with the requirements of the Philippines National Curriculum standards and the SPEA requirements for students' participation in national and international assessments including benchmark tests.
- All eligible students participate in PISA, TIMSS, PASS, and ASSET. Recent TIMSS data indicates attainment is below international averages in mathematics and is benchmarked at the intermediate level in science.
- Workshops and seminars inform students and parents about the assessment processes and their significance. Teachers integrate similar questions into lessons and emphasise problem-solving, reading comprehension, mathematical and scientific reasoning and critical thinking skills.
- Results in external assessments are shared online through digital platforms, in meetings and workshops in school, and through newsletters. Teachers explain outcomes to parents, and students receive certificates.
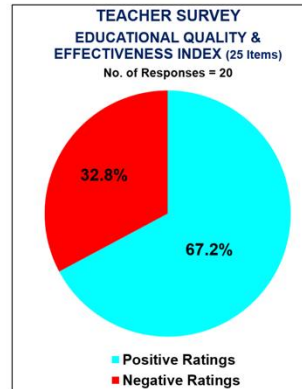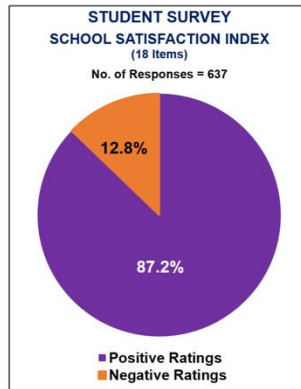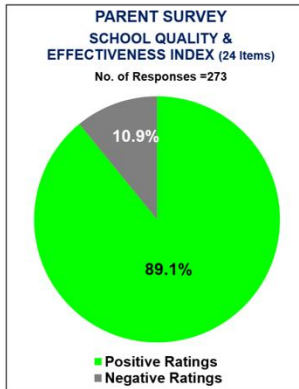
Provision for KG

- The school has 155 children in Phase 1. There is a total of 7 classes in Phase 1. In KG 1, there are 3 classes and in KG 2 there are 4 classes. Each class has an assigned teacher. All classes are supported by teaching assistants. The teacher ratio is 1:22 across Phase 1.
- Classes are spacious and well equipped with a range of learning resources providing a stimulating learning environment. for young children. There is a smart board which teachers use to enhance learning. There is also an indoor play area which has a climbing frame, a slide, a soft play area and a variety of toys. There are appropriate washrooms for children in Phase 1.
- There is a small fenced outside area. There is a slide, a small house and a wooden boat in this area. When all the children in Phase 1 are in this area at the same time, it can be crowded. There is also a greenhouse where children learn about how to grow plants.
- The induction and transition arrangements are well organised. Both the children and the parents visit Phase 1 starting at the school. When the children transition to Grade 1, the classes in Phase 1 mirror the Grade 1 class in layout and the style of work. This allows the children to become more familiar with the new class before they transfer to Grade 1. Visits are also arranged to the Grade 1 class. Parents are invited for an orientation meeting. Parents are regularly invited to the school to meet teachers.

PARENT SURVEY
SCHOOL QUALITY & EFFECTIVENESS INDEX (24 Items)
No. of Responses =273

- 10.9%
- 89.1%

Positive Ratings
Negative Ratings

STUDENT SURVEY
SCHOOL SATISFACTION INDEX
(18 Items)
No. of Responses = 637

- 12.8%
- 87.2%

Positive Ratings
Negative Ratings

TEACHER SURVEY
EDUCATIONAL QUALITY & EFFECTIVENESS INDEX (25 Items)
No. of Responses = 20

- 32.8%
- 67.2%

Positive Ratings
Negative Ratings

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement by:
  - ensuring that students' attainment is at least consistently good in all grades across the phases in Islamic education, ASL, mathematics and science.
  - developing students' communication and oral speaking skills in English in Phases 2 and 3 and in Arabic in all phases.
  - providing more opportunities for students to develop problem-solving and critical thinking skills in all phases.
  - planning more opportunities for practical experiments so that students gain a deeper understanding of scientific methods.

- Improve assessment by:
  - ensuring the analysis of data accurately measures students' attainment and tracks their progress.
  - making effective use of the full range of internal and external data to inform lesson planning.

- Improving the care and support for students by:
  - increasing the availability of qualified and experienced staff to support the academic and personal needs of students with SEN and G&T across the school.
  - providing personalised interventions for students with SEN and G&T.

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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.