هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

# School Performance Review (SPR)|Report

Happy Home English School

4 – 7 March 2024

## Overall Effectiveness: ACCEPTABLE

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# PURPOSE AND SCOPE

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

## Purpose

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

## Scope

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

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

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

# THE SCHOOL PERFORMANCE REVIEW PROCESS

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

**Performance Standard 1: Students' achievement,** comprising:

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

**Performance Standard 2: Students' personal and social development, and their innovation skills,** comprising:
- PI 2.1 Personal development
- PI 2.2 Understanding of Islamic values and awareness of Emirati and world cultures
- PI 2.3 Social responsibility and innovation skills

**Performance Standard 3: Teaching and assessment,** comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

**Performance Standard 4: Curriculum,** comprising:
- PI 4.1 Curriculum design and implementation
- PI 4.2 Curriculum adaptation

**Performance Standard 5: The protection, care, guidance and support of students,** comprising:
- PI 5.1 Health and safety, including arrangements for child protection/safeguarding
- PI 5.2 Care and support

**Performance Standard 6. Leadership and management,** comprising:

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

**Judgements**

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

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

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

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

# SCHOOL INFORMATION

<table>
<tr><td rowspan="9"><strong>School</strong></td><td>School ID</td><td>173</td></tr>
<tr><td>School location</td><td>Al Ghubaiba, Sharjah</td></tr>
<tr><td>Establishment date</td><td>1985</td></tr>
<tr><td>Language of instruction</td><td>English</td></tr>
<tr><td>School curriculum</td><td>National Curriculum for England (NCfE)</td></tr>
<tr><td>Accreditation body</td><td>-</td></tr>
<tr><td>Examination Board</td><td>-</td></tr>
<tr><td>National Agenda Benchmark Tests/International assessment</td><td>TIMSS, PIRLS, GL, CAT4, IBT</td></tr>
<tr><td>Fee range</td><td>4,300 – 4,500 AED</td></tr>
<tr><td rowspan="6"><strong>Staff</strong></td><td>Principal</td><td>Anjum Naseer</td></tr>
<tr><td>Chair of Board of Governors</td><td>Tahir Nazir</td></tr>
<tr><td>Total number of teachers</td><td>82</td></tr>
<tr><td>Total number of teaching assistants</td><td>2</td></tr>
<tr><td>Turnover rate</td><td>33%</td></tr>
<tr><td>Main nationality of teachers</td><td>Pakistani</td></tr>
<tr><td rowspan="11"><strong>Students</strong></td><td>Teacher: student ratio</td><td>1:15</td></tr>
<tr><td>Total number of students</td><td>1251</td></tr>
<tr><td>Total number of students per phase</td><td>Phase 1: 96<br>Phase 2: 1048<br>Phase 3: 107</td></tr>
<tr><td>Number of Emirati students</td><td>0</td></tr>
<tr><td>Number of Emirati students per phase</td><td>0</td></tr>
<tr><td>Phase 1: number and gender</td><td>Boys: 47 Girls: 49</td></tr>
<tr><td>Phase 2: number and gender</td><td>Boys: 513 Girls: 535</td></tr>
<tr><td>Phase 3: number and gender</td><td>Boys: 52 Girls: 55</td></tr>
<tr><td>Phase 4: number and gender</td><td>N/A</td></tr>
<tr><td>Nationality groups</td><td>1. Pakistani<br>2. Bangladeshi<br>3. Afghan</td></tr>
<tr><td>Total number of students with special educational needs</td><td>19</td></tr>
</table>

# PROGRESS JOURNEY

| Previous Review: 2022-23 | Current Review: |
|:---:|:---:|
| ACCEPTABLE | ACCEPTABLE |

## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 148 lesson observations, 56 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 the previous review visit. As a low fees school, it provides an important service to its community. Leaders have a shared vision for an inclusive school providing 21st century learning. This is hindered by the fact that none of the last review's recommendations have been addressed. The lack of investment in the past twelve months has delayed development. All middle and senior leaders are recently appointed due to staff turnover. The lack of financial resources or time to engage in the development of their own or their teachers' skills is slowing improvement in students' outcomes. Achievement in almost all key subjects is acceptable. Positive exceptions are in science in Phase 3, where achievement is good, and in Islamic Education in Phases 2 and 3, and social studies and mathematics in Phase 3, where progress is good. Learning skills are acceptable in Phases 1 and 2 and good in Phase 3. Students' personal development and understanding of Islamic values are good, while their innovation skills are acceptable. The curriculum design and adaptation, along with health and safety arrangements, are acceptable. All aspects of school leadership and management are acceptable, other than governance, which is weak. The school site lacks investment and its size and buildings impact on the capacity to deliver a broad curriculum and range of extra-curricular activities. Leaders are committed to ensuring students remain safe. There is a disconnect between governance and leadership that currently impinges on the school's improvement.

**KEY AREAS OF STRENGTH:**
- Students' behaviour and their attitude to learning.
- Students' awareness of the UAE and Emirati culture and heritage.
- The very positive teacher and student relationships.
- The analysis by senior leaders of the internal and external assessment data.
- The introduction of external benchmarking for Arabic as an additional language.

**KEY AREAS FOR IMPROVEMENT:**
- Attainment and progress in all subjects to at least good.
- Students' opportunities to take responsibility for their own learning and develop independent research and presentation skills, especially in Phase 2 and 3.
- The quality of teaching and the use of students' performance data to extend the learning for all groups of students by providing appropriate challenge and support.
- The urgent investment by governors in physical and human resources.

**School Performance Review of Happy Home English School**
**4 - 7 March 2024**

## PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

| Students' achievement is acceptable overall. | | | | | |
|---|---|---|---|---|---|
| **Indicators:** | | **Phase 1** | **Phase 2** | **Phase 3** | **Phase 4** |
| **Islamic Education** | **Attainment** | N/A | Acceptable | Acceptable | N/A |
| | **Progress** | N/A | Good | Good | N/A |
| **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 | Acceptable | Acceptable | N/A |
| **Social Studies** | **Attainment** | N/A | Acceptable | Acceptable | N/A |
| | **Progress** | N/A | Acceptable | Good | N/A |
| **English** | **Attainment** | Acceptable | Acceptable | Acceptable | N/A |
| | **Progress** | Acceptable | Acceptable | Acceptable | N/A |
| **Mathematics** | **Attainment** | Acceptable | Acceptable | Acceptable | N/A |
| | **Progress** | Acceptable | Acceptable | Good | N/A |
| **Science** | **Attainment** | Acceptable | Acceptable | Good | N/A |
| | **Progress** | Acceptable | Acceptable | Good | N/A |
| **Other subjects (Art, Music, PE)** | **Attainment** | Acceptable | Acceptable | Acceptable | N/A |
| | **Progress** | Acceptable | Acceptable | Acceptable | N/A |
| **Learning Skills** | | Acceptable | Acceptable | Good | N/A |

| | |
|---|---|
| **Islamic Education** | • Students' achievement in Islamic Education is good overall. In lessons and in their work, the majority of students in both phases make better than expected progress, and this is similar to the good progress noted in the school's internal data.<br>• Internal assessment data indicates attainment is good in Phases 2 and 3. This is not evident during lessons and in their work, as most students attain in line with curriculum standards in both phases. There is no external data.<br>• Phase 2 students demonstrate understanding of the divine revelation in the Noble Hadeeth, infer meaning and understand the Islamic principles. They know about values such as dining etiquette. A few students cannot refer to the relevant Noble Hadeeth to support their views. Phase 3 students know about the values of tolerance and its impact on individuals and societies, and only a minority of students can refer to the Noble Hadeeth for evidence. In both phases, students can read and recite verses from the Holy Qur'an. Their skills in applying Tajweed rules are less developed.<br>• The majority of groups of students make better than expected progress. A few of the low-attainers and students with special educational needs (SEN) do not always make sufficient progress**.** |

| Areas of Strength | Areas for Improvement |
|---|---|
| • Students' knowledge and understanding of Islamic laws and etiquettes beyond the school community in Phase 2.<br>• Students' recitation skills and memorising of Surahs from the Holy Qur'an in Phases 2 and 3. | • Students' application of Tajweed rules in Phase 2.<br>• Students' deeper understanding and reference to the Noble Hadeeth in Phases 2 and 3. |

| | |
|---|---|
| **Arabic** | <ul><li>Students' achievement in Arabic as a second language (ASL) is acceptable overall. During lessons and in their work, students make acceptable progress. Internal assessment data indicates that progress is acceptable across Phases 2 and 3.</li><li>Internal assessment data indicates acceptable attainment in Phases 2 and 3. In lessons and students work, most students attain in line with curriculum standards. In 2022-23, the school first entered students in Years 4 to 7 in the ASL International Benchmark Test (IBT), with a 99% participation rate. Their results are not yet available.</li><li>Overall, students make acceptable progress in Phases 2 and 3. Phase 2 students develop adequate listening, reading and comprehension skills. Their handwriting and their ability to express their understanding using appropriate grammar are less well developed. In Phase 3, students listen attentively and can answer questions using simple words and sentences. They can extract the main ideas in familiar texts. Their reading and comprehension skills are less secure when working with less familiar texts. In both phases, writing is less developed.</li><li>Most groups of students make expected progress. Higher attainers do not make as much progress as they could.</li></ul> |

| **Areas of Strength** | **Areas for Improvement** |
|---|---|
| <ul><li>Students' listening and speaking skills in Phases 2 and 3.</li><li>Students' ability to extract general ideas from a text in Phase 3.</li></ul> | <ul><li>Students' comprehension skills when reading about unfamiliar topics in Phase 3.</li><li>Students' handwriting and correct use of grammar Phase 2.</li><li>Students' writing skills in Phases 2 and 3.</li></ul> |

| Social Studies | <ul><li>Students' achievement in social studies is acceptable overall. Internal assessments indicate that students make good progress overall. In lessons and their work, most students in Phase 2 make expected progress, and the majority of Phase 3 students make better than expected progress.</li><li>Internal data indicate attainment is good in Phases 2 and 3. This is less evident during lessons and in students' work, as most students attain in line with the curriculum standards in both phases.</li><li>In Phase 2, students demonstrate understanding of various institutions and their roles in the community. For example, they can distinguish between demand and supply. Their explanation of the impact of changes in demand and supply on market price is insufficiently developed. In Phase 3, students are developing research skills through projects. They confidently deliver presentations related to city planning in classical civilization and make some comparison with city planning of Dubai, referring to infrastructure, architecture, grid design and entertainment. Not all students demonstrate a deep understanding of such comparisons.</li><li>Most groups of students make expected progress. A few of the low attainers and SEN make less progress when compared to others.</li></ul> |
|---|---|

| | Areas of Strength | Areas for Improvement |
|---|---|---|
| | <ul><li>Students' knowledge of different institutions and their basic functions in Phase 2.</li><li>Students' skills in presenting projects on UAE city planning and development in Phase 3.</li></ul> | <ul><li>Students' understanding of the impact of changes in demand and supply on market prices in Phase 2.</li><li>Students' knowledge to compare ancient and modern civilizations in Phase 3.</li></ul> |

| | |
|---|---|
| **English** | <ul><li>Student achievement in English is acceptable in all phases. Students make acceptable progress towards curriculum standards in all 3 phases. This is reflected during lessons and in their work.</li><li>The school's evaluation of Phase 1 attainment and progress as good does not match that seen during lessons or in their work. In the other phases the school's judgements align with lessons and work observed in the review. Students' attainment in external benchmark assessments is consistently weak for all year groups in Phases 2 and 3.</li><li>Most Phase 1 children can recognise phonemes, graphemes, and high frequency words. They can use extended vocabulary to communicate their thinking and talk with others. By the end of Year 1, the majority can speak confidently, form letters and words correctly and vocalise short sentences. The majority of Phase 2 students can read with understanding and use a range of vocabulary well to articulate their thinking. In all year groups, writing skills are less developed compared to the other language skills, which are in line with curriculum standards. Students in Years 1 to 7 can understand English conventions and techniques but do not always apply these to their writing. They do not check their work for accuracy or take steps to improve it. Year 7 students, particularly girls, can engage in debates and discussions and communicate their views effectively.</li><li>Girls' attainment and progress in Phases 2 and 3 is better than boys. They demonstrate more independent learning and can plan, present and defend an argument with relevant evidence. Students with SEN make acceptable progress relative to their starting point. Higher ability and gifted and talented (G&T) students do not make the progress of which they are capable.</li></ul> |

| | **Areas of Strength** | **Areas for Improvement** |
|---|---|---|
| | <ul><li>Students' speaking skills across the school.</li><li>Girls' comprehension and discussion skills in Years 6 and 7.</li></ul> | <ul><li>Students' writing skills across all phases.</li><li>Students' comprehensions skills to enable better outcomes in external benchmark assessments in all phases.</li></ul> |

| | |
|---|---|
| **Mathematics** | <ul><li>Students' achievement is acceptable overall. Most make progress that is line with curriculum expectations and it is good in Cycle 3.</li><li>Attainment during lessons is acceptable in all phases. Internal assessments indicate attainment is very good in Phase 1, acceptable in Phase 2, and weak in Phase 3. External data shows attainment is very weak in Years 4 to 7. During lessons most students perform better, reaching the expected levels against curriculum standards.</li><li>Most students across all phases display acceptable skills and knowledge. Children in Phase 1 add single digit numbers. Students in Phase 2 apply mathematical learning to make connections between areas of learning. By Year 4, students can add and subtract equivalent fractions. Students can competently apply mathematical calculations to 2-dimensional and 3-dimensional objects but are less confident using mental mathematics. In Phase 3, most students have developed problem-solving skills, and mathematical reasoning. Year 7 students have a secure understanding of multiplication and division and use these to calculate area and perimeters. The level of challenge during lessons is limited and critical thinking is less developed. The application of mathematical knowledge to real world situations with reference to the UAE is underdeveloped in all phases.</li><li>Most groups achieve the expected progress. Girls make better progress than boys in Phase 3. The progress of SEN students and G&T students is inconsistent as they lack support and challenge.</li></ul> |

| **Areas of Strength** | **Areas for Improvement** |
|---|---|
| <ul><li>Students' ability to apply mathematical calculations to construct 2-dimensional and 3-dimensional objects in Phase 2.</li><li>Students' problem-solving skills in Phase 3.</li></ul> | <ul><li>Developing mental mathematics skills in Phase 2.</li><li>Independent learning and critical thinking skills in Phases 2 and 3.</li><li>Application of mathematical knowledge to real world situations with reference to the UAE in all phases.</li></ul> |

| | |
|---|---|
| **Science** | • Students' achievement in science is acceptable, but better in Phase 3. Internal data shows Phase 1 children make outstanding progress, but only acceptable progress in Phases 2 and 3. During lessons most students make progress in line with curriculum expectations in Phases 1 and Phase 2. The majority in Phase 3 make better than expected progress.<br>• Internal assessment data shows acceptable attainment in Phase 1 and Phase 2 and good attainment in Phase 3. External data shows very weak attainment in Phase 2. During lessons and in their work most attain in line with curriculum standards in Phases 1 and 2, but better than expected in Phase 3.<br>• In Phase 1, children can label parts of a plant. In Phase 2, students distinguish between soluble and insoluble substances. During better Phase 3 lessons students make real life connections. They understand the importance of condensation for life and link it to cloud seeding. Investigation skills are underdeveloped in Phases 1 and Phase 2. They are better developed in Phase 3. Application of scientific methods, enquiry, and project-based learning in Phases 1 and 2 and the use of accurate scientific terms in Phase 3, are less secure.<br>• Phase 1 children and Phase 2 students make at least expected progress. Phase 3 students make better than expected progress. A few students with SEN make less than expected progress. |

| **Areas of Strength** | **Areas for Improvement** |
|---|---|
| • Students' basic knowledge and understanding of scientific concepts in Phase 2.<br>• Students' use of accurate scientific terms, especially in Phase 3. | • Development of investigative, practical skills and increased experimental work in Phases 1 and 2.<br>• Application of scientific methods, enquiry, and project-based learning in Phases 1 and 2. |

| Other subjects | • Students' achievement is acceptable overall in other subjects. The school provides physical education (PE), art, information, and communication technology (ICT), Urdu and Hindi and expressive art and design (EAD).<br>• None of these subjects are evaluated against any external standards. Although the performance of students in Urdu and Hindi is acceptable during lessons, outcomes are weaker in assessments. ICT, art and PE are not assessed, even internally.<br>• In Phase 1 children exhibit age-appropriate physical development. In all phases, the delivery of PE, art and ICT is inconsistent, limiting the development of subject specific skills. During the better lessons, the girls learn the skills needed for throwball and volleyball, while the boys learn cricket techniques. In ICT, students can operate in MS Excel. Students' use of techniques of shading and patterns during art lessons using ICT is less developed. Students learn the intricacies of the language in Urdu and can read a text and answer in Hindi.<br>• In Phase 1 boys and girls show better progress in PE and arts. During art lessons in Phase 2 and 3 the progress of boys and girls is similar. During ICT lessons, girls in Years 5 to 7 show better progress. |
|---|---|

| Areas of Strength | Areas for Improvement |
|---|---|
| • Children and students' skills in PE and art in Phases 1 and 2.<br>• Girls' skills and boys' techniques in PE across the school. | • Students' performance in the Urdu and Hindi languages.<br>• Students' implementation and use of ICT in art planned activities in all phases. |

| | |
|---|---|
| **Learning Skills** | - Overall learning skills are acceptable. In Phases 1 and 2 students participate enthusiastically and with positive attitudes during almost all lessons, but particularly when they have access to appropriate learning resources. Phase 3, students' capacity for autonomous learning is increased. Despite receiving only generic feedback, students are eager to improve their work.<br><br>- Students' engagement is evident during most lessons. In the better lessons, they show greater focus and become engrossed in hands-on learning activities. During these lessons students benefit from collaborative learning activities. Students in Phase 3, and particularly the girls, communicate and confidently articulate their ideas, sharing their views through presentations and debates.<br><br>- When opportunities are provided students make links between subjects and apply what they have learned to real-world situations. For instance, students learning about astronauts during English understand the impact of weightlessness on the human body. Students gain deeper understanding of H.H. Sheikh Zayed bin Sultan Al Nahyan's (RIP) code of ethics as they draw from their experience to describe different types of business. During science they discuss the Khalifa Sat, and they cite research on cloud seeding. Younger students acknowledge dates as a healthy food and a UAE specialty.<br><br>- Independent work and critical thinking are emergent features in Phases 1 and 2. The use of technology for research, to explore and seek information is more evident in Phase 3. Most of the time, students engage in teacher-directed activities that offer little opportunity for creativity or originality. |

| Areas of Strength | Areas for Improvement |
|---|---|
| - Students' enthusiasm and positive attitudes to learning across the school.<br>- Students' communication and collaboration skills in Phase 3. | - Independent and self-directed learning and critical thinking in all phases.<br>- Innovation and enterprise skills in Phases 2 and 3. |

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

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

| Indicators: | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
|---|---|---|---|---|
| **Personal development** | **Good** | **Good** | **Good** | **N/A** |

- Students in all phases display positive attitudes towards learning. They demonstrate self-reliance and respond to critical feedback during lessons. All students respect and follow the school rules inside and outside of the classroom. They are courteous and respond well to others. The students reported that there were very rare incidents of bullying, and these were dealt with promptly. Some students are given responsibility during lessons and extra-curricular activities and a few take leadership roles in organising events at school.
- Students in all phases demonstrate respect and consideration for others. This creates a positive learning environment both inside and outside of the classroom. They always help each other. Student council members acknowledge their responsibilities, offering assistance throughout the school.
- Students demonstrate a general understanding of safe and healthy living. They occasionally participate in activities that promote safe and healthy lifestyles. They make inconsistent choices about their own health and safety. They participate in awareness sessions about healthy lifestyles, wellbeing and healthy food supported by the medical staff.
- Attendance is low at 88%. A minority of students regularly arrive late at school, but during the review this was less noticeable.

| **Understanding of Islamic values and awareness of Emirati and world cultures** | **Good** | **Good** | **Good** | **N/A** |
|---|---|---|---|---|

- Students demonstrate an adequate appreciation and understanding of how Islamic values influence their society. They respect each other and some perform their prayers in school. Students are involved in a variety of Islamic events. They recite the Holy Quran verses and the Noble Hadeeth respectfully during morning assemblies. They celebrate Ramadan. They put into practice the Islamic values they learn.
- Students show a very clear understanding and appreciation of UAE heritage, culture and values. They show their respect and appreciation of the UAE leaders. Displays in school celebrate UAE culture and heritage. They sing the national anthem during morning assemblies respectfully. These assemblies include presentations about respect and the vision of the UAE leaders. They celebrate National Day, Flag Day and Martyr's Day.

- Students demonstrate a clear understanding and appreciation of their own and other cultures. There are students of many different nationalities and that increases their awareness of each other's culture. The school holds a cultural day where students enjoy the ambience, while celebrating every country's costume, food, and traditions.

| Social responsibility and innovation skills | Acceptable | Acceptable | Acceptable | N/A |
|---|---|---|---|---|

- Students are reluctant to participate in activities. The students' council is an effective forum for a small number of students to play a positive role in their school life and show commitment to social responsibility. These students are aware of their responsibilities. The majority do not initiate or take advantage of opportunities for voluntary action, other than when directed.
- Students enjoy their work and are happy to be involved in activities but rarely initiate them. They make valid and helpful contributions to projects or other activities like recycling but are often passive participants. Independent decision-making is underdeveloped. They have some individual creative innovative work, through a wellbeing club and the students' council.
- Students are aware of environmental issues, including sustainability. They develop their understanding and values towards the environment through moral education in Phases 2 and 3. They participate in projects to improve their school environment, for example solar projects and electricity saving projects. Students participate in a limited range of activities that support sustainability and conservation in their local and wider world environment.

**Areas of Strength:**

- The self-discipline of students and their courteous relationships with each other and their teachers.
- Students' positive attitudes towards their learning.

**Areas for Improvement:**

- Students' attendance and punctuality in all phases.
- Increasing opportunities initiated by the students to contribute to environmental awareness and volunteering activities, and to develop their enterprise and innovation skills.

## PERFORMANCE STANDARD 3:
## TEACHING AND ASSESSMENT

**The quality of teaching and assessment is acceptable overall.**

| Indicators: | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
|---|---|---|---|---|
| **Teaching for effective learning** | Acceptable | Acceptable | Acceptable | N/A |

- Overall, teaching standards are acceptable in all phases, but with some variations within and between subjects. Some better than acceptable teaching is evident in science and social studies in Phase 3. During the better lessons, teachers know how students learn and apply this to their teaching and learning strategies.
- Teachers have sufficient subject knowledge and routinely plan lessons with identified learning objectives and associated success criteria, although these are not always clearly defined and effectively communicated. Teachers' use of time and resources to optimise learning are inconsistent. Too many lessons are overly teacher-led with too much teacher talk, resulting in insufficient time for students to complete learning tasks.
- Teachers interact well with students to engage them in dialogue. Their use of questioning to promote critical thinking has improved but still does not promote students' higher order thinking skills. Teachers' development of students' independent learning skills is lacking during many lessons, although more evident during some science and Year 7 lessons.
- Problem-solving activities are a feature of many lessons although these often lack sufficient challenge for some students. The introduction of more technology and the new activity room are starting to impact on developing students' innovation skills.

| Assessment | Acceptable | Acceptable | Acceptable | N/A |
|---|---|---|---|---|

- Internal assessments provide data and measures of students' progress against the school's curriculum standards. External progress test results evaluate outcomes against national and international benchmarks including IBT for ASL. Baseline assessments are conducted for all at the beginning of the academic year and for new admissions, in Arabic, English, and mathematics. This establishes starting points and identifies existing gaps in knowledge, skills and understanding. Regular assessments in key subjects are linked to the curriculum and provide valid and reliable information about students' academic progress. These conform with NCfE and UAE standards. Assessment data is analysed and tracked to identify trends, patterns of attainment and individual progress, as well as gaps in students' knowledge and skills. Staff make adequate use of this analysis to plan lessons and adapt the curriculum to meet the needs of students, except in English, where the use of data is underdeveloped. The provision of appropriate levels of support and challenge is inconsistent.
- The assessment results are not used consistently and rigorously by academic supervisors or subject leaders, to monitor students' performance. The data is not used well to inform teaching and learning, especially in planning learning to meet the needs of high attainers and students with SEN.
- Teachers provide oral feedback to students during lessons. Books are marked but there are very few comments that help students to improve. Student evaluations of their own and other's work is

not a regular feature in any subject. Most teachers know the strengths and weaknesses of individual students and provide some challenges and support. Most teachers provide basic feedback to students, which enables them to assess their strengths and areas for development, but this is not consistent in Phase 1 or Phase 2. In Phase 3, teachers' feedback is more constructive and informative enabling students to identify more clearly what they need to do to improve.

**Areas of Strength:**

- Teacher's interactions with students to engage them in dialogue, especially in Phase 3.
- Teaching of social studies and science in Phase 3.
- The use of baseline assessments to identify students' starting points.

**Areas for Improvement:**

- Teachers' use of questioning to promote students' critical thinking.
- Overly teacher-led learning to allow more opportunity for students to develop their independent learning skills.
- Teachers' analysis and use of assessment data to inform the planning of lessons and to implement strategies to meet the needs of individuals and groups of students, and to monitor their progress.
- Teachers' feedback to enable students in all phases to identify areas for improvement.

| | | | | |
|---|---|---|---|---|
| **The quality of the curriculum is acceptable overall.** | | | | |
| **Indicators:** | **Phase 1** | **Phase 2** | **Phase 3** | **Phase 4** |
| **Curriculum design and implementation** | Acceptable | Acceptable | Acceptable | N/A |

- The curriculum has a clear rationale. It utilises the Cambridge Global Assessment Standards aligned to the NCfE, and the MoE curriculum for Arabic-medium subjects. It includes a sufficient range of subjects, including PE, sport and art, which have been added since the previous review. The curriculum provides a few extra-curricular activities to cater for students' interests and talents.
- The Phase 1 curriculum is planned in accordance with the English Early Learning Goals and provides children with a sufficient range of enjoyable learning experiences to develop their knowledge and skills. The curriculum is enhanced by some use of digital technology.
- The curriculum is reviewed regularly and provides continuity and progression in learning between phases. Links have been established with other schools to facilitate the progression of Year 7 students in the next stage of their learning journey. The curriculum provides opportunities for students to make cross-curricular links in their learning which are particularly evident in social studies, Arabic, and Islamic Education.

| | | | | |
|---|---|---|---|---|
| **Curriculum adaptation** | Acceptable | Acceptable | Acceptable | N/A |

- In all phases, the school is in the early stages of modifying the curriculum to meet the needs of individuals and groups of students. Acceptable modifications are made to meet the needs of low attaining and SEN students, but it is less well adapted to meet the needs of high attaining and G&T students.
- The activity room provides opportunities for students to enhance their learning using limited digital resources and develop their innovative, creative and independent learning skills. Such opportunities are less evident during lessons. Few extra-curricular clubs and activities are available to nurture students' interests or develop their skills.
- Teachers make appropriate adaptations to their lessons to develop students' understanding of UAE culture and society which is most evident in Islamic Education and social studies, The curriculum provides adequate opportunities for students to engage in community activities and national celebrations which promote their awareness and appreciation of UAE culture and heritage.

**Areas of Strength:**

- Curriculum planning which is aligned to the relevant curriculum standards and ensures continuity and progression.

- Phase 1 curriculum provides a range of learning experiences to develop knowledge and skills.

**Areas for Improvement:**

- Modification of the curriculum to meet the learning needs of all groups of students.
- The provision of a suitable range of extracurricular clubs and activities to cater for students' interests and to nurture their talents.

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

| The protection, care, guidance and support of students are acceptable overall. | | | | |
|---|---|---|---|---|
| **Indicators:** | **Phase 1** | **Phase 2** | **Phase 3** | **Phase 4** |
| **Health and safety, including arrangements for child protection /safeguarding** | Acceptable | Acceptable | Acceptable | N/A |

- Staff receive regular training on child protection aligned to the school policy. Relationships between staff and students are caring and based on mutual respect. During the majority of classes, teachers follow a consistent approach to managing behaviour. Systems to promote attendance are successful but promotion of punctuality is less effective. Daily attendance is closely managed by the heads of department.
- Administrative procedures are satisfactory, and records are well kept. The school nurse keeps a record of any incidents that happen during the school day and deals with them promptly. Parents are always informed when necessary. School maintenance needs are identified and carried out on a systematic, ongoing basis. The buildings show significant wear and tear and areas for improvement, such as some steps, require attention. Buildings are generally accessible for most, but those who are physically impaired do not have access to the upper floor. The site is generally safe and secure. There are regular checks and risk assessments. Supervision of buses is good but there is a need to ensure the transport provider enforces the use of seat belts. Students state that they feel safe in school.
- Healthy life choices are promoted in assembly, through displays and by teaching students about nutrition and the need for exercise to stay healthy.

| Care and support | Acceptable | Acceptable | Acceptable | N/A |
|---|---|---|---|---|

- Relationships between staff and students contribute successfully to promoting a positive learning environment. Systems for behaviour management at the school are effective.
- The school keeps accurate records of attendance and punctuality. Systems for managing attendance and punctuality, including follow-up of unauthorised absences and lateness and posting of daily attendance, are effective. Parents are notified of any concerns about individual student absences or lack of punctuality.
- The school has appropriate procedures for identifying SEN students. The procedures to identify G&T students are less robust, and so only a few are identified. The procedures do not identify academic gifts or other specific talents. The school has recently recruited a SEN coordinator (SENCO) to work with students with SEN and their families. There are no individual education plans (IEPs) for SEN students. These students receive limited support and make slower and less

consistent progress in comparison with their peers during lessons. The G&T students do not receive enough challenge to extend their learning.

- The personal development and wellbeing of students is promoted and monitored by a wellbeing counsellor. Counsellors are available for those in need of academic, personal and emotional support. Counsellors provide help to students to determine their next steps.

**Areas of Strength:**

- The positive relationships between students and teachers promote a climate of mutual respect.
- The school's efforts to promote healthy lifestyles.

**Areas for Improvement:**

- The physical areas that were identified as needing improvement during the review.
- Create IEPs for SEN students and provide appropriately planned support.
- The better identification of G&T students with more opportunities to develop talents.
- Effective challenge for high achievers during all lessons.

## PERFORMANCE STANDARD 6:
## LEADERSHIP AND MANAGEMENT

**The quality of leadership and management is acceptable overall.**

**Indicators:**

| The effectiveness of leadership | Acceptable |
|---|---|

- The quality of leadership and management is acceptable. Within the constraints of the resources available the principal and the mostly newly appointed leaders are managing to provide an acceptable education for the students. They have a vision for inclusion, which has yet to be implemented. Leaders provide a safe and positive environment for learning despite the lack of resources. The principal ensures the commitment of the staff during a difficult period of change.
- Leaders at all levels are aware of what needs to be done to improve the curriculum and teaching and learning. They are determined to improve learning outcomes for students but lack the necessary resources to achieve this. The principal is maintaining staff morale, despite substantial teacher turnover. The school is compliant with statutory and regulatory requirements. The lack of investment in the school is hampering the capacity to improve.

| Self-evaluation and improvement planning | Acceptable |
|---|---|

- Self-evaluation is acceptable. The analysis of internal data is improving but recently appointed leaders, in almost all areas, have not had enough opportunity to grasp the priorities. The constant staff turnover means that the school loses the benefit of prior training and lacks the resources to develop these new leaders, through professional development. There are systems in place to monitor teaching and learning and new leaders are keen to develop their skills but have little time to make meaningful use of the systems or to ensure they have an impact. There is determination and capacity to improve. The school improvement plan provides a strategic overview, but it lacks specific targets. The lack of financial resources remains an obstacle and means that not all recommendations from the previous review have been addressed.

| Partnerships with parents and the community | Acceptable |
|---|---|

- Most parents are positive about the school. They are enthusiastic about the provision afforded them and see it as a community institution. Most parents feel that they are partners in their children's learning. They feel that leaders and teachers are always readily available if they have any concerns. Reporting is regular and the reports themselves are easily interpreted. Parents value being informed of their children's physical and emotional development and academic progress.
- There are very few contacts with the local or international community, through which students might make a social contribution. There are few links with other institutions except the main school, which the majority of students attend after Year 7. There is little interaction with other schools through competitions and no competitive sporting events.

| Governance | Weak |
|---|---|

- There is no governing board, and the proposed membership of the board does not offer a balanced perspective. There is a lack of representation from stakeholders, and no input from local professionals within the community. There is a disconnect with leadership and little support or guidance is given to the leaders. The lack of finances leaves the school under-resourced and has implications for the maintenance of the buildings and facilities.  It is also creating an obstacle to the recruitment and retention of teaching staff, which impacts on the development of students' learning skills.

| Management, staffing, facilities and resources | Acceptable |
|---|---|

- Efficient day-to-day management ensures students' safety, wellbeing, and learning.  There are insufficient resources to support the development of teachers' skills or learning strategies. The size and aging structure of the buildings limit the provision for physical activities and learning skills. Interactive electronic boards are provided in a few classrooms. There are no specialist facilities, such as a laboratory or science, technology, engineering, art and mathematics (STEAM) room. There is a library which with some focus could provide a more stimulating environment to enable reading for pleasure for all students.

**Areas of Strength:**

- The commitment and determination of the leaders ensures a safe and productive learning environment.
- The efficiency of the day-to-day management to ensure that students' learning is as effective as possible.

**Areas for Improvement:**

- The need to fulfil the recommendations of the previous review report.
- The immediate appointment of a governing board with full stakeholder representation.

# SPEA ADDITIONAL FOCUS AREAS

## Provision for Arabic Language

- The school currently has 8 Arabic teachers including the coordinator. All teach ASL and all are native Arabic speakers. The overall ratio of teachers to students in the Arabic department is 1:144.
- The school has 275 Arabic books, comprising 125 fiction and 150 non-fiction books. All students have access to a textbook but access to digital resources is limited. Years 1 to 7 have regular visits to the library for 45 minutes once a week.
- Extra-curricular activities such as Arabic week are a celebration of the language. Other activities include quizzes, reading competitions for Years 5, 6 and 7, and activities during National Day.
- Teachers communicate with parents using a learning platform to promote engagement in the department's activities although their interaction is limited.

## The school's use of external benchmarking data

- Almost all students from Year 4 to 7 take the international benchmarking PTE series and PIRLS. The cognitive ability test CAT4 is taken by all the eligible students of Years 4 and 6. In addition, the school enters students for the TIMSS test and recently for the IBT in Arabic for the first time. The results of both these tests are awaited.
- The school broadly familiarises students with the CAT4 test pattern but does not specifically prepare students for it as it is a measure of their cognitive ability. The school uses the CAT4 test results to understand differing approaches to learning. They prepare the students for the GL series by adapting lesson plans, modifying teaching strategies and including questions in their internal assessments that are similar to those of the GL tests. During lessons there is limited focus on the skill gaps identified by GL.
- The results of the benchmarking assessments are shared with parents, by sending to them the certificates or the printed results. The leaders organise open house events for parents' queries. The parents seldom attend as they are not very conversant with the benchmarking tests.
- The school is starting to use this data to impact learning. There is some differentiation during lessons based on this. This year, only 5 students have been identified as G&T.

## Provision for FS

- There are 4 Phase 1 classes, taught by 4 teachers for 96 children. The teacher student ratio is 1:24. There is 1 teaching assistant common for both FS 2 and Year 1.
- The classrooms are only adequate for the current numbers of children. The classrooms are equipped with learning corners, science tables with displays of live plants, digital resources, LCD writing tablets, sand activities, puzzles and play dough for hands-on activities. Flash cards, charts, audio-visual aids and ingenious teaching aids are used to support storytelling and to develop listening, cognition, motor and communication skills. The limited space in classrooms is compensated for by using the activity room for language activities and free play. The classroom walls have displays of recently learnt concepts and include a limited number of displays of children's work.
- The outdoor play area, the playground, assembly hall and the activity room provide alternative outdoor learning environments for the children. The outdoor play area is made safe with a fence and a carpeted floor. The play area is equipped with a slide, seesaw, swing, and a large whiteboard, supporting both gross motor skills and promoting writing. The morning assemblies

conducted by the Phase 1 classes provide a platform on which to develop confidence, public speaking, and performance skills. There is supervised play for psychomotor development.

- The transition of students into Year 1 is managed by assessing the child's development in the 7 areas of learning with an emphasis on the ability to work independently. There is a record of progress of each child during the last term of FS 2.

## VIEWS OF PARENTS

**Satisfied with the Quality of Education my Child is Receiving at the School**

**No. of Responses = 218**



- 16.1%
- 83.9%
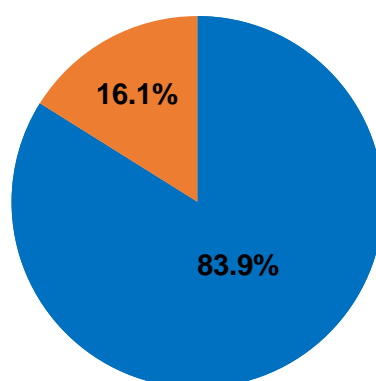
■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise attainment and increase progress in all subjects to at least good by:
  - increasing teachers' expectations of students and providing greater personalised challenge for the more able.
  - ensuring all students are challenged to produce extended writing, using wider vocabulary, and checking their work for accuracy, both in English and in Arabic.
  - enabling students to improve their practical investigation skills in science and independent problem-solving skills in mathematics.
  - assisting children in Phase 1 to apply their speaking skills to communicate their learning.

- Improve the quality of teaching and the use of student performance data to extend the learning of all groups of students by:
  - assisting teachers to develop more sophisticated questioning techniques to promote critical thinking.

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- providing external professional development training to develop the best practice in teaching and learning.
- applying well analysed internal and external assessment data to identify gaps and to adapt the curriculum and lesson plans to fill those gaps in knowledge and skills.
- creating robust systems to monitor students' progress.
- ensuring that all teachers provide detailed feedback including next steps for improvement and then follow up students' responses.

- Ensure that students have opportunities and resources to take responsibility for their own learning and develop independent research and presentation skills, especially in Phases 2 and 3 by:
  - regularly having students lead learning and sharing the outcomes of their own and collaborative group research.
  - integrating more opportunities to use technology during lessons, to support independent research.
  - focusing on reading skills and the application of key vocabulary in all subjects.

- Ensure the urgent investment in physical and human resources to achieve better student safety and academic outcomes by:
  - establishing a governing board that allows representation of all stakeholders and ensures local professional expertise.
  - improving the physical environment including ensuring there is full access to all facilities for any student with mobility difficulties.
  - insisting that the bus provider ensures that all students make full use of seat belts on all buses.
  - investing in the recruitment and retention of high-quality teachers and teaching assistants.
  - re-developing the library into a child and students' friendly environment that encourages a passion for reading,

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.