



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Far Eastern Private School - Branch
19 - 22 February 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 PHASE 1.



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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

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

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



SCHOOL INFORMATION

School	Information	Value
	School ID	214
	School location	Halwan, Sharjah
	Establishment date	2016
	Language of instruction	English
	School curriculum	Philippine
	Accreditation body	-
	Examination Board	N/A
	National Agenda Benchmark Tests/ International assessment	ASSET, CAT4, PISA, PIRLS and PASS, ARC
	Fee range	3,700 - 8,500 AED
		Principal
Chair of Board of Governors		Hamdan Al Ansari
Total number of teachers		40
Total number of teaching assistants		5
Turnover rate		4%
Main nationality of teachers		Filipino
	Teacher: student ratio	1:26
	Total number of students	1,047
	Total number of students per Phase	Phase 1: 107 Phase 2: 300 Phase 3: 417 Phase 4: 223
	Number of Emirati students	0
	Number of Emirati students per Phase	0
	Phase 1: number and gender	Boys: 47 Girls: 60
	Phase 2: number and gender	Boys:166 Girls:134
	Phase 3: number and gender	Boys: 180 Girls:237
	Phase 4: number and gender	Boys: 118 Girls:105
	Nationality groups	1. Filipino 2. Pakistani
Total number of students with special educational needs	12	



PROGRESS JOURNEY

Previous Review:2022-23	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 138 lesson observations, 42 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 in October 2022. Students' achievement is acceptable overall and good in Arabic as a Second Language (ASL) and science. Students' progress is good in ASL, English and science. It is acceptable in all other subjects. There is a marked improvement in students' progress as they move through the higher phases of the school. Students' learning skills have improved to good overall, and they are particularly good in Phases 3 and 4. Students' personal and social development are good across all phases. Teaching and assessment overall are acceptable with stronger teaching in Phases 3 and 4. The school's curriculum is acceptable overall with good curriculum design in Phase 4. The curriculum meets the requirements of both the Ministry of Education (MoE) in the UAE, and the Department of Education in Manila, Philippines. The protection, care, guidance, and support of students are acceptable overall. Health and safety, including arrangements for child protection and safeguarding, are good across all phases. The leadership and management of the school are acceptable overall. Leaders have established good partnerships, especially with parents.

KEY AREAS OF STRENGTH:

- Students' achievement overall in ASL, science and English in the higher phases.
- Students' learning skills, particularly in Phases 3 and 4.
- Leaders' promotion of positive relationships and values that underpin the harmonious and supportive learning environment.
- The school's partnership with parents in the education of their children.

KEY AREAS FOR IMPROVEMENT:

- Effective teaching that raises the quality of learning and students' achievement across all subjects.
- Teachers' use of assessment data in planning learning activities to fully challenge students of different abilities.
- Students' preparation and development of knowledge and skills in core subjects, including practice tests to improve learning outcomes.
- Students' development of critical thinking, problem-solving and innovation skills.



MAIN REVIEW REPORT

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	Acceptable
	Progress	N/A	Acceptable	Good	Acceptable
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	Acceptable	Good	Acceptable
	Progress	N/A	Acceptable	Good	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good
Science	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Acceptable	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good	Good
Learning Skills		Acceptable	Acceptable	Good	Good



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is acceptable overall across phases 2 and 4. It is good in Phase 3. Progress in phases 2 and 4 is acceptable, and good in Phase 3, as observed in lessons and students' work. This does not match the school's internal assessment data of very good in Phase 2 and outstanding in phases 3 and 4.• There are no externally benchmarked assessments in Islamic education. Internal assessment data indicates outstanding attainment in phases 2 and 3 and attainment is very good in Phase 4. This does not match with what was evident in lessons and in students' work where most students attain in line with curriculum standards in phases 2, 3, and 4.• In Phase 2, most students can demonstrate their understanding of the Israa and Miraj. In Phase 3, most students can recite short verses from the Holy Qur'an with underdeveloped Tajweed rules. Most students demonstrate their understanding of the meanings of Halal food and drinks. In Phase 4, most students demonstrate adequate understanding of Islamic manners and etiquettes. They can explain the concept of tolerance and identify the importance of accepting others in Islam and are keen to learn new topics in Islam. Students' understanding of Islamic rules drawn from the Holy Qur'an are more limited in phases 3 and 4. Students' Arabic language proficiency to understand the text across all phases.• Most groups of students make expected progress in Islamic studies, including boys and girls.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of Islamic faith in the Phase 3.• Students' understanding of Islamic law and etiquettes in Phase 4.• Students' high levels of motivation to learn new topics in Islam in Phase 4.	<ul style="list-style-type: none">• Students' recitation of the Holy Qur'an using Tajweed rules Phase 3.• Students' Arabic language proficiency to understand the text across all phases.



Arabic Second Language	<ul style="list-style-type: none">• Students' achievement in ASL is good overall. Standards in ASL have improved in phases 2 and 3. Students make good progress across both phases.• There are no externally benchmarked assessments in ASL. Internal assessment data indicates outstanding attainment across the school. This does not match with what was evident in lessons and in students' work, where most students attain in line with curriculum expectations.• Students in Phase 2, are well motivated and know the alphabet, give examples of adverbs, name personal clothes, explain pictures, name different items of luggage, describe healthy food, and name some medical tools used by doctors. The pronunciation of some letters is incorrect. In Phase 3, students write short sentences relating to how I can help my mother at home but do not extend their writing. Students reading and writing skills in both phases are now developing well. Students are gaining confidence in the development of their speaking and listening skills. The majority of students in the Phase 2 show understanding of what they are listening to, and they respond accurately during speaking and listening exercises.• Most groups of students make similar rates of progress in lessons.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' motivation to learn Arabic across all phases.• Students' high ability to speak Arabic in Phase 2.	<ul style="list-style-type: none">• Students' pronunciation of some Arabic letters in Phase 2.• Students' extended writing in Phase 3.



Social Studies	<ul style="list-style-type: none">Students' achievement in social studies overall is acceptable. It is good in Phase 3. Most students make expected progress in lessons and in the work seen in Phases 2 and 4 and good progress in Phase 3. This does not match the school's internal assessment data, which shows weak progress in Phase 2, very good progress in Phase 3 and good in Phase 4.There are no externally benchmarked assessments in social studies. Internal assessment data indicates acceptable attainment in Phase 2 and 3 and good in Phase 4. This does not match with students' attainment seen in lessons and their work, where most students attain levels in line with curriculum expectations in Phases 2 and 4 and the majority attain above curriculum expectations in Phase 3.In Phase 2, most students show their understanding of environmental elements and the type of voluntary work that their fathers are involved with. They know the difference between services and goods, as well as influential figures of the past and present related to the UAE, especially Sheikh Zayed bin Sultan Al Nahyan (RIP). They recognise museums and landmark places of the UAE. For example, Burj Khalifa, Sheikh Zayed Mosque. In Phase 3, most students can name the transportation tools, innovations and industries in China. They are less aware of the 2050 energy plan and the uses of solar power. Students can sing the UAE National Anthem and explain the meaning of UAE symbols including the UAE flag. They understand well the laws of the country but have insecure knowledge about the civil rights of citizens. In Phase 4 most students work collaboratively to match pictures to the names of ancient civilizations.Most groups of students make expected levels of progress, including boys and girls.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' respect for the UAE and its heritage and culture.Students' knowledge about the role of Sheikh Zayed bin Sultan Al Nahyan (RIP) in establishing the UAE.Students' high levels of commitment towards the rules of the country.	<ul style="list-style-type: none">Students' knowledge of the energy strategy 2050 in the UAE and the uses of solar power in Phase 3.Students' knowledge of the civil rights of citizens in the UAE across all phases.



English	<ul style="list-style-type: none">• Students' achievement in English overall is good. In lessons and over time, students make acceptable progress in Phase 1 and 2 and good in Phase 3 and 4. Attainment in Phase 1, 2 and 3 is acceptable and good in Phase 4.• External ASSET data shows attainment as good overall. Attainment in lessons and in students' work in most phases is acceptable and it is good in Phase 4. There are no external examinations for Phase 1.• In Phase 1, children develop their communication skills by singing days of the week. Students develop their English-speaking skills by discussing the jobs their parents do which is linked to the topic of community helpers. In Phase 2, where lessons are good, students build upon good foundations when they apply prepositions of place and develop their reading and writing skills and identify sentences consisting of words with consonant digraphs such as "ch" and "sh". Their extended writing skills are less developed. In Phase 3 students were able to identify clearly why authors use graphics in expository texts. They were able to write paragraphs on visual-verbal relationships with given pictures. Phase 4 students develop their proficiency in comprehending, contrasting and evaluating comparisons and contrast paragraphs, by developing text that contrasts UAE modernity with older culture; students used basic elements of figurative language and synthesis effectively.• Most groups of students make the expected progress, and students make better progress within the higher phases of the school.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' development of language skills as they build on good foundations, in Phase 2.• Students' development of skills in reading, comprehension, and analysis of texts in Phase 4.	<ul style="list-style-type: none">• Students' development of extended writing skills in Phase 2.



Mathematics	<ul style="list-style-type: none">Students' achievement in mathematics is acceptable overall. In Phase 1 most children and in Phases 2, 3, and 4 most students make acceptable progress in lessons. This does not match the school's internal data which indicates progress is weak in all phases.ASSET and PASS examination results show weak attainment in Phase 2 and 3 and PASS shows weak attainment in Phase 4. CAT 4 quantitative results show acceptable in Phase 2 and weak in 3. In lessons, most students in phases 1, 2, and 3 attain in line with curriculum standards and the majority attain above curriculum standards in Phase 4. It only aligns in Phase 2 and not in the other phases where it shows very good attainment in Phase 1, very weak in Phase 3 and weak in Phase 4.Students in Phase 1 can add 1-digit numbers and have a general idea of parts and whole. Students in Phase 2 demonstrate proficiency in basic arithmetic operations with numbers and divide by 2. Students develop sufficient skills in prime and composite numbers operation as well as algebraic problem-solving and are more confident in computing for sum and difference and less secure with multiplication and division. In Phase 3, students face challenges when applying this knowledge to data management, display, and analysis. In Phase 4, students have sufficient skills to calculate present value and period of deferral of deferred annuity. They can also solve problems involving geometric figures. Across the phases, students lack sufficient opportunities to apply their mathematical knowledge to real-life situations or solving word problems using real-life contexts.There is little difference in the rates of progress of different groups of students.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' algebraic problem-solving in Phase 2 and 3.Students' proficiency in geometry and measurement in Phase 4.	<ul style="list-style-type: none">Children's counting skills and work with numbers in Phase 1.Students' ability to solve problems independently in Phase 3.Student's skills development in solving real-life problems across all phases.



Science	<ul style="list-style-type: none">Students' achievement in science is good overall. It is acceptable in Phase 1 and good in Phase 2, 3, and 4. In the lessons and work seen students make good progress overall with acceptable progress in Phase 1. This does not match the school's internal data for Phase 2 and 3, which shows weak progress. Students' progress is good in Phase 4.Students' attainment is good in Phases 3 and 4 while it is acceptable in Phase 1 and 2 based on the lesson observations and work scrutiny. This matches with internal assessment data for Phase 2. ASSET data indicates weak attainment in Phase 2 and 3 while student data is not available for Phase 4. In National PASS examinations, students' performance is acceptable in both Phases 2 and 3.Science is integrated with English in Phase 1. Most children in Phase 1 gain a reasonable understanding and knowledge about community helpers and hand hygiene through teacher-led discussions and activities. Their enquiry skills are less well developed to enable them to think and communicate their ideas scientifically. Phase 2 students can compare healthy and sick plants and give reasons for how these plants can be taken care of. Students in Phases 2 and 3 develop practical, experimental, and investigative skills steadily. For example, Grade 6 students use their experimental skills to find out how friction affects the movement of objects on different surfaces. In Phase 3, students make the best use of gallery walks to experience learning practically about different interactions in multiple ecosystems. Grade 12 students, using science, technology, engineering and mathematics (STEM) laboratory facilities find out why the horizontal motion of a projectile is independent of its vertical motion. Across all phases, students apply their scientific skills to understand their environment and society. Across the school, students' research skills are less well developed.Girls in Phases 2 and 3 make better progress than boys in lessons. Higher-attaining students across the school do not make rapid progress as they are not sufficiently challenged.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' application of scientific concepts to the environment and society.Students' practical, and experimental skills in Phases 2, 3, and 4.	<ul style="list-style-type: none">Students' enquiry and scientific skills in Phase 1.Students' research skills across all phases.



Other subjects	<ul style="list-style-type: none">Students' achievement in other subjects is acceptable overall. Achievement is good in Phases 3, and 4. Other subjects sampled in the review are practical research, values education, physical education (PE), and the Filipino Language.The progress of students seen in lessons is overall acceptable whilst in Phase 3 and 4, it is good. Attainment is acceptable in all subjects and phases seen during the review. There is no internal or external data for other subjects.In values education, students in Phases 2, 3, and 4 discuss topics such as honesty, unity, respect, sharing, and helping others. Students can reflect on these values and provide examples of how they can demonstrate them in school, at home and in society. Phase 4 students understand the benefits and dangers of the internet, their individual roles in society and what their contribution can be to the common good, although their innovation and critical thinking skills are less developed. Students' speaking skills and their range of vocabulary progress more rapidly as they move to Phase 4 in Filipino. They are confident speakers demonstrating fluency in their speaking and use the appropriate formal words and expressions of respect when speaking to elders. Most students can express opinions about what they read in short stories and essays or what they hear in the news. Across the phases, extended writing skills in Filipino are less well developed.There is little difference in the rates of progress of students in other subjects. Higher-attaining students do not always make the progress of which they are capable as they have insufficient challenge in lessons across the phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students make good progress in building and applying a range of skills across other subjects in Phases 3 and 4.Students' understanding of moral values and how these relate to their own lives.	<ul style="list-style-type: none">Students' innovation and critical thinking skills in Phase 4.Students' extended writing skills in Filipino in all phases.Appropriate challenge for higher-attaining students in other subjects across the phases



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are overall good. Across the school almost all students are keen to learn and have positive attitudes towards their studies. Students in the Phase 3 and 4 take responsibility for their own learning and know their strengths and weaknesses well. Most students know what they have learned and how to improve their work.• Students can work productively in groups although due to the numbers of students and room sizes, the opportunities for this are small. In Phase 1, children's collaboration and engagement are noticeable solely in play and practical activities. In all phases they listen to their peers and exchange points of view during discussions and clearly share their learning with each other in lessons.• The majority of students make effective connections to the real world. They make links between subjects and their everyday experiences. They can see the relevance and links to their own interests, needs and life. Application to real-life situations, problems, and events is a strong feature of their learning.• There are insufficient opportunities for students in all phases to develop their innovation and enterprise skills in lessons. The use of learning technologies is a common feature of lessons in Phases 3 and 4.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' collaboration, discussions, and ability to share learning in lessons.• Students' ability to link learning to real life situations.	<ul style="list-style-type: none">• Students' engagement in innovation and enterprise activities in lessons, across all phases.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">• Students' personal development is good across all phases. Students have positive and responsible attitudes. They demonstrate self-reliance and respond to critical feedback in lessons particularly in the higher phases.• Students across all phases demonstrate self-discipline which is observed in classrooms and assembly. They respect school rules both inside and outside the classroom. Bullying incidents are rare and when reported are promptly addressed through effective procedures. Student and staff relationships are positive. Students appreciate and respect people's different views and are courteous to each other. Students readily help one another, which is evident during their group work observed in lessons and around the school.• Students demonstrate a general understanding of safe and healthy living. They make less consistent healthy food choices. Most students participate fully in activities such as playing football and basketball in lessons and during break times.• Students' attendance at 95% is good and they arrive at school on time.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">• Students demonstrate clear appreciation and understanding of how Islamic values influence their society. Students participate in a variety of Islamic events, such as honouring Hajj, Eid Al Fitr, and Prophet Mohammad's (PBUH) Birthday Celebrations.• Students show clear understanding and appreciation of UAE heritage, culture, and values. Students participate in national and cultural events such as National Day, Flag Day and Martyrs' Day, where they enjoy wearing national costumes. Students show pride in their work relating to UAE leaders and their achievements. Arabic word recitation and performance is a strong focus during morning assemblies.• Students are aware of their social responsibilities and support expressing their views through the Student Council. Students develop an understanding of other cultures through celebrating UN Day dressed to the nines representing different countries of the world.				



Social responsibility and innovation skills	Acceptable	Good	Good	Very Good
<ul style="list-style-type: none">Students understand their responsibilities as members of the school community well, particularly in Phase 4, and they demonstrate a high work ethic. A minority of students engage in some innovative initiatives such as the Emirates Environmental Group Overall, their innovation, enterprise, and entrepreneurship skills are less well developed.Students enjoy their work and are happy to be involved in all learning and additional activities.Students take care of the school environment and make valid and helpful contributions to environmental projects like the Afforestation Tree Planting Campaign. Older students take an active role to be environment-friendly and sustainable individuals. They gathered 169 kilograms of recycled materials and took part in desert clean-up in the UAE, beach clean-up and planting trees. Students in Phase 1 are less involved in similar activities.				
Areas of Strength:				
<ul style="list-style-type: none">Students' behaviour and positive attitudes.Students' appreciation and understanding of the values of Islam, Emirati culture and heritage.				
Areas for Improvement:				
<ul style="list-style-type: none">Students' innovative, enterprise and entrepreneurship initiatives in Phase 4.Students' community involvement, volunteering, and social contribution in Phase 1.				

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	Good	Good
<ul style="list-style-type: none">The overall quality of teaching for effective learning across the school in English and Arabic languages and other subjects is acceptable in Phase 1 and 2. It is good in 3 and 4. Most teachers demonstrate secure knowledge of their subjects and of how students learn. The systematic approach used by teachers to plan lessons provides a common foundation for students' learning. This is demonstrated most effectively in Phase 2.Teachers plan lessons effectively using learning structures across most phases in English, where lessons are planned to meet students' different learning needs. Further development is				



required in Phase 1 and 2 where teachers do not fully use differentiated activities effectively to meet the different needs of all learners.

- Teachers in most phases create a positive learning environment where there are positive interactions with students who are willing to learn. Most teachers, particularly in the higher phases, use a range of questioning techniques to stimulate students' deeper thinking and extend learning. In most phases teachers encourage collaboration.
- In higher phases, students are developing their higher order thinking skills because teachers systematically encourage students' critical thinking and problem-solving skills. For example, in English, lessons are structured so that students can learn sequentially from ideas' generation, writing, presentation and reflection which builds on their learning effectively.

Assessment

Acceptable

Acceptable

Acceptable

Acceptable

- Internal assessment processes are consistently conducted quarterly throughout the year across all phases. Assessments are written internally although the process is not standardised across subjects and grades. Teachers use and analysis of data is not fully effective. International assessment data including the Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS) are not yet fully used in depth by teachers to understand the school's performance or to plan further improvement.
- Almost all senior and middle leaders analyse the range of internal assessment data on a termly basis and share the information widely with staff. The comparative analysis of all forms of assessment data remains superficial and underdeveloped. At subject level, some teachers use data in their planning. Assessment results are used well at subject level in Phase 3 and 4, especially in science, to identify needs and create long-term planning and monitor students' progress. Some subject teachers analyse data to shape their lesson plans. Planning does not ensure that every student can access learning and is challenged to improve further.
- Teachers have reasonable knowledge of the strengths and weaknesses of individual students. Feedback and follow-up are used in some lessons and there are examples of peer-assessment being used effectively which adds value to students' progress. Teachers mark students' work adequately overall. The quality of formative feedback and guidance provided are variable across the school.

Areas of Strength:

- Data-driven assessments that effectively differentiate instruction for Phase 3 and 4 in science subjects.
- The English departments' good use of differentiation across most phases.

Areas for Improvement:

- Teachers' planning to ensure more challenge for students in lessons, across all phases.
- The standardisation of internal assessments against benchmarked data and comparison to external assessments across the school.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Good
<ul style="list-style-type: none">• The overall quality of the curriculum is acceptable. It is a government recognised overseas Philippines school and it meets UAE regulatory requirements. The curriculum is broad and balanced in curricular and cross-curricular subjects in Grades 4 to 12. In Phase 4, there are a variety of subjects and electives that appropriately focus on the development of knowledge and skills of students. There is adequate and planned progression for students to the next phase of their academic life particularly with Grade 9 moving to Phase 4. In Phase 4, students' progress to universities or pursue employment opportunities. The planned transition from Phase 1 to Phase 2 is not fully embedded in the school's progression process.• There are extra-curricular options to develop the interest and aspiration of students progressing from Phase 2 through to Phase 4 across the school from academic to interest-based clubs such as mathematics and science clubs to information and communication technology (ICT) and sustainability clubs, visual and performing arts, drum, and lyre groups. The curriculum has been enriched by the addition of ICT in Phases 2, 3 and 4.• Cross-curricular links are seen in lessons such as in Arabic and social studies, but these are not used consistently across subjects and phases by teachers to plan useful connections between subjects. There are more opportunities to demonstrate independent learning, research, and critical thinking in Phase 4 and in some subjects in the upper levels including Phase 3. Curriculum reviews are conducted at the beginning and end of the school year to adequately meet the needs of most students but revisions in the curriculum are not always implemented, especially for students with special education needs (SEN) and those who are higher attainers.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The curriculum is appropriately planned and modified to meet the educational and personal development needs of most students. The school recognises the various learning needs and abilities of groups of students and aims to adapt lessons accordingly. This does not always result in the engagement of all students and in the provision of the appropriate level of challenge for most students across the phases and for the higher attaining students and those with SEN.• Opportunities for enterprise and innovation are provided in some subjects in Phase 4. These opportunities are not offered consistently across phases and curricular areas. There is an appropriate range of extra-curricular activities and community links with students participating				



in SPEA and Filipino community organised contests and sports competitions, benefitting the students' personal and academic development.

- In subjects across phases, lessons are linked to developing the understanding and appreciation of UAE culture and society. Even when using Philippine published textbooks, teachers ensure that examples are also contextualised to the UAE society, culture, and traditions.

Areas of Strength:

- The co-curricular options to develop the interest and aspiration of students progressing from Phase 2 through to Phase 4.
- Students' developing understanding and appreciation of UAE culture and society.

Areas for Improvement:

- Teachers' planned transition activities for Phase 1 students moving up to Phase 2.
- Teachers' systematic modification and implementation of the curriculum across all subjects and phases so that it meets the different needs of learners and challenges all students to make the progress of which they are capable.
- Students' opportunities to engage in activities to consistently develop enterprise and innovation.

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	Good	Good	Good	Good

- The school has a range of effective policies and procedures which provide for a safe, secure and hygienic environment. These include arrangements for child protection, safeguarding, fire safety and school transport. All staff members receive regular orientation on how to protect students from all forms of abuse, including bullying through the internet and social media.
- The school's buildings are well maintained. Safety checks are thorough, and the school maintains accurate records of follow-up actions. The premises are suitable to meet the needs of most students, including students with SEN. Overcrowding, especially in Phase 2 and 3 classrooms, impacts negatively on students' learning. Students are well supervised throughout the school at arrival and departure times. School prefects from higher phases support staff in organising events and encouraging students to participate.



- Some programmes in the school curriculum such as health clubs promote safe and healthy lifestyles including diet and exercise. The school nurse keeps meticulous records of all students. The clinic is very clean, and medicines are stored in locked cabinets. The doctor and the nurse conduct regular programmes, for example, oral and hand hygiene and menstrual hygiene to promote the health and safety of students.

Care and support

Acceptable

Acceptable

Acceptable

Acceptable

- Staff and student relationships are positive. There is a lively atmosphere in the school. The counsellor has prepared a detailed behaviour management policy in consultation with parents and teachers.
- The school is effective in promoting good attendance and punctuality.
- The school has appropriate systems and an experienced special educational needs coordinator (SENCO) to identify students with SEN and those who are gifted and talented (G&T). There are individual education plans (IEPs) in place for these students.
- The quality of support is not yet consistent across subjects in meeting the developmental needs of students with SEN.
- The school has improved its advice, support and guidance for all students. Older students are guided appropriately on subject choices to support them with their higher education pathways. The school does not monitor students' attainment of their personal and academic aspirations for the future.

Areas of Strength:

- Procedures for the safeguarding of students.
- Record keeping and arrangements to ensure health, safety, and security.

Areas for Improvement:

- Teachers' support for students with SEN and for those who are G&T.
- The systematic monitoring of students' destinations when they leave school.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

- The quality of the leadership overall is acceptable. The principal is well supported by middle leaders to promote an inclusive harmonious and mutually respectful learning community, now well settled in its new location. Leaders now show the capacity with a clear vision to focus on students' academic and personal achievement to improve the school further.
- Leaders have established links with high-performing school communities to share and develop further capacity and good practice in teaching and learning to raise students' academic performance further. Most leaders demonstrate secure knowledge of best practice in teaching, learning and assessment. Their use of assessment to plan learning and challenge students of different abilities is less well established. Leaders demonstrate full commitment to the UAE vision and national priorities and demonstrate sufficient capacity to make further improvements.

Self-evaluation and improvement planning

Acceptable

- The school's self-evaluation uses a range of sources including data to evaluate what it does well and to inform school improvement. Self-evaluation, nonetheless, shows that the school's own judgment on its performance is over generous. School improvements plans are adequate. Performance management systems, including lesson observations conducted by middle leaders do not yet focus rigorously enough on monitoring students' attainment and progress in lessons. The school is inclusive, although there is currently no sensory room or learning support staff deployed to support students with SEN in lessons. The school has shown improvements and has addressed most recommendations from the previous review.

Partnerships with parents and the community

Good

- Parents are highly engaged stakeholders, contributing actively to the school's community and governance. Their participation in conferences and events reflects their dedication. The school's consistent updates on student performance and upcoming curriculum topics establish good communication between school and home and promote parental support. Parents are well-informed, and their views are considered by the school facilitating strong collaboration



<p>between parents, teachers, and leaders. This fosters a vibrant school community, with social and charitable contributions enhancing its cohesion.</p> <ul style="list-style-type: none">• Students are urged to gain practical experience in various fields like hospitality, office work, or accounting. They're also encouraged to tour universities, such as the American University of Dubai, and establish connections with institutions like Skyline College. International partnerships are limited.	
Governance	Acceptable
<ul style="list-style-type: none">• The school board is well established and includes parental representation. The governing body meets regularly with the principal. They have an overview of the schools' financial commitments and plans on improving the quality of learning resources. Governors regularly monitor the academic performance of the school through meetings with the principal, information in the self-evaluation form (SEF), the school improvement plan (SIP), school documentation and students' performance data. Governors gain the wider views of parents through parents' surveys and discussions with groups of parents. The governing body has limited impact on the school's overall performance.	
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none">• The day-to-day management of the school is adequately organised. Senior leaders and maintenance staff ensure a safe and secure learning environment. Well-qualified staff benefit from regular professional development and peer observation both in school and with partner schools. Professional development to raise the achievements of students across the school is not yet embedded. The school's premises consist of a range of traditional buildings. Staff have modified classrooms to provide learning environments that better support students' learning, especially in Phase 1. Learning resources across the school, whilst not extensive, are used effectively to support students' learning. Classroom sizes are frequently too small which limits the range of approaches and activities teachers can use, and this limits students' achievement in lessons.	
Areas of Strength:	
<ul style="list-style-type: none">• The provision of regular professional development and peer observation in school, and in partner schools.	
Areas for Improvement:	
<ul style="list-style-type: none">• Improvement in the quality of teaching by embedding good practice and professional development focused on raising students' attainment.• The overcrowding in classrooms limits the effectiveness of teaching approaches and reduces the quality of students' learning.	



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 4 teachers for Arabic subjects, each one teaches around 200 students.
- Library provision includes 278 Arabic fiction books and 166 non-fiction books.
- Reading provision in classrooms includes reading from the Arabic ministerial books, through PowerPoints created by teachers. Extra-curricular activities include competitions, quizzes, engagement with parents; an assessment examination at the beginning of the academic year, language competitions such as the spelling bee quiz, posting Arabic activities and supportive plans on Google classroom for improvement and memorising Arabic educational songs. Other ways of communicating through Arabic language are creating Arabic movies for students to practise talking in Arabic about their lives. The school also has events like Arabic week, that actively involve students, parents, and teachers.
- Contact with parents is through the class advisors and WhatsApp groups and parents' meetings.

The school's use of external benchmarking data

- The proportion of students based on the current school year's population who took part in external tests and assessments, in the school year 2023-24: Performance Assessment of Standards and Skills (PASS) 787/1047; Assessment of Readiness for College and Careers (ARC) 227/1047; Cognitive Ability Test (CAT4) 295/1047; Assessment of Scholastic Skills through Educational Testing (ASSET) 544/10; and PISA, PIRLS and TIMSS international assessments.
- Both students and parents are given guidance regarding the purpose, significance, and scope of the tests. They are also informed of the weeks scheduled ahead of time to adequately prepare for the tests.
- Upon the release of the results, the class teacher interprets the test report for each student. The teacher ensures that the student is aware of their strengths and weaknesses within a certain domain and how to improve. Underachievers are given differentiated learning and additional support to improve. Those who perform well are provided with enriched lessons to fully develop their potential.
- Parents receive a copy of the test report along with communicated recommendations on potential support strategies to enhance their child's performance.

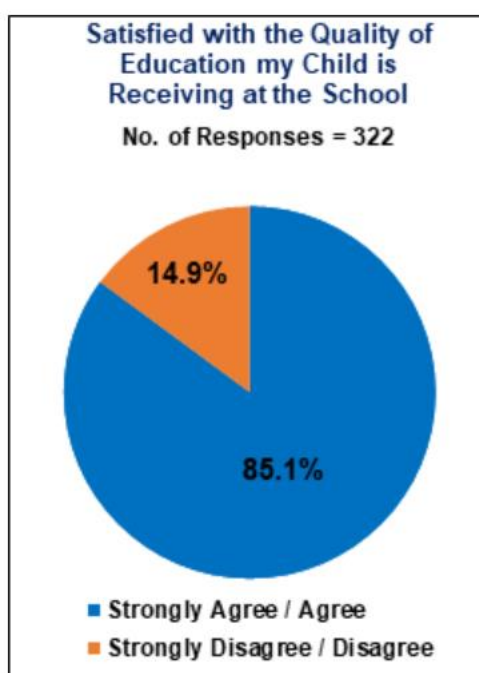
Provision for KG

- There are 6 teaching and support staff teaching 107 children in Phase 1. The teacher-child ratio is 1:18.
- The indoor environment and learning resources include learning stations, mini library, learning corners, manipulative toys, indoor playground. The outdoor environment and learning resources include playground, garden and plant boxes, a gym, a school library and a football field.
- The planned transition from Phase 1 to Phase 2 is not yet fully embedded in the school's progression process. When children start school, they experience an orientation week that helps them settle into Grade 1.



- Communication with parents is through emails, WhatsApp and quarterly conferences for parents and teachers. There is an official school advisor and a weekly plan.

VIEWS OF PARENTS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Leaders to enable effective teaching that raises the quality of learning and students' achievement by:
 - providing continuous professional development (CPD) for teachers to broaden the range of approaches and methods they use to challenge students of different abilities.
 - monitoring the quality of students' learning in lessons and work to assess individual students' performance.
- Teacher's use of assessment data in planning learning activities that fully challenge students of different abilities by:
 - identifying best practice in lesson planning that details learning activities that fully challenge students.
 - providing professional development for teachers in the analysis of students' performance in assessments across subjects.
 - making full use of the analysis of assessment data to adapt lesson planning and teaching approaches to increase students' rates of progress.
 - rigorously monitoring and evaluating teachers' use of assessments and the impact on lesson planning and learning to raise students' achievement.
- Students' preparation and development of knowledge and skills in core subjects, including practice benchmark tests to improve learning outcomes by:
 - identifying the knowledge and skills required by students to achieve in the International Benchmark tests.
 - analysing the types of verbal and non-verbal reasoning questions, for example, multiple choice and open-ended questions.
 - analysing any gaps in students' skills and knowledge.
 - providing opportunities in both core and other subjects to strengthen students' exam skills as appropriate.
 - providing regular testing to ensure students become more familiar and so raise their competence in answering exemplar questions.
- Students' development of critical thinking, problem solving and innovation skills by:
 - identifying the curriculum subjects where students can develop, apply and become proficient at innovation, critical thinking and problem-solving skills.
 - setting out a strategy to develop the three identified skills consistently across all subjects.
 - monitoring the success level of the strategy and using findings to inform the further development of students' skills.



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.