



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

# ITQAN Programme School Performance Review (SPR) Report

## THE INTERNATIONAL SCHOOL OF CREATIVE SCIENCE

20 – 23 February 2023

Overall Effectiveness

GOOD





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## PURPOSE AND SCOPE

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

### Purpose

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

### Scope

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

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

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

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

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

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

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

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

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

**Performance Standard 4: Curriculum**, comprising:

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

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

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

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

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





## Judgements

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




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

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

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



## SCHOOL INFORMATION

<b>School</b> 	School ID	124
	School location	Muweilah, Sharjah
	Establishment date	25/8/02
	Language of instruction	English
	School curriculum	British National Curriculum
	Accreditation body	BSO
	Examination Board	Edexcel, Cambridge,
	National Agenda Benchmark Tests/ International assessment	PISA, TIMSS, PASS, CAT 4, GL Tests, EmSAT, IGCSE and A Level
	Fee range	AED 21,000 to 39,700
<b>Staff</b> 	Principal	Samar Khalid Murad
	Chair of Board of Governors	Hesham Abdeen
	Total number of teachers	341
	Total number of teaching assistants	78
	Turnover rate	14%
	Main nationality of teachers	Egyptians
<b>Students</b> 	Teacher: student ratio	1:12
	Total number of students	4113
	Number of Emirati students	1121
	EYFS: number and gender	Total 883: Girls 416, Boys 467
	Primary (Yr. 1-6): number and gender	Total 1885: Girls 908, Boys 977
	Middle (Yr. 7-11): number and gender	Total 1011: Girls 544, Boys 467
	High (Yr. 12-13): number and gender	Total 334: Girls 181, Boys 153
	Nationality groups	1. Emirati 2. Pakistani
	Total number of students with special educational needs	58

## PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
<b>GOOD</b>	<b>GOOD</b>



## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of eight reviewers' 237 lesson observations, 158 of which were carried out jointly with school leaders.

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

The school's overall effectiveness is good. This is the same as the previous inspection in 2018. However, leaders' clear strategic direction, the strong teamwork with staff, parents and governors, and the provision of continuous programmes of training, have ensured that educational provision and particularly teaching and students' achievement have improved. The school has developed the capacity to accelerate its improvement in the future. The outstanding facilities and resources fully support teaching and learning and provide a positive environment for learning.

### KEY AREAS OF STRENGTH:

- Students' overall good achievement and their very good achievement in EYFS and High.
- Students' outstanding achievement in reading and memorising the Holy Qur'an, and in Economics, and Sociology in High.
- Students' very good achievement in ASL.
- Students' respect for Islamic values, and their appreciation and awareness of UAE traditions and culture.
- Students' attitudes, behaviour and relationships.
- The overall quality of teaching across the school.
- The school's provision for ensuring the welfare and safety of the students.
- The leadership of the principal along with her senior leaders in building a strong capacity to enable the school to move forward rapidly in the future.
- The strong partnership with governors and parents that supports school improvement.
- The learning environment and the resources and facilities.

### KEY AREAS FOR IMPROVEMENT:

- Improve achievement to a consistently very good or better level in all subjects.
- Improve the quality and consistency of teaching to a very good or better level across all the phases.
- Adapt the curriculum to ensure activities provided consistently matches the needs of all groups of students and particularly for those who are higher attaining.
- Strengthen the procedures for middle leaders in monitoring and evaluating the progress of different groups of students within lessons.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement overall is good.**

Indicators:		EYFS	Primary	Middle	High
Islamic Education	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Very Good
Arabic (as a First Language)	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Arabic (as a Second Language)	Attainment	N/A	Very Good	Very Good	Very Good
	Progress	N/A	Very Good	Very Good	Very Good
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Good	Good	Good	Very Good
	Progress	Very Good	Good	Good	Very Good
Mathematics	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Science	Attainment	Very Good	Good	Good	Very Good
	Progress	Very Good	Good	Good	Very Good
Other subjects (Art, Music, PE)	Attainment	Very Good	Good	Good	Very Good
	Progress	Very Good	Good	Good	Very Good
Learning Skills		Very Good	Good	Good	Very Good





Islamic Education	<ul style="list-style-type: none"><li>Students' achievement in Islamic Education is good overall. Internal assessment indicates that students make very good progress in Primary, Middle and High. What is seen in lessons and students' work shows good progress in Primary, and Middle, and very good in High.</li><li>The majority of students in Primary, Middle and High show good attainment. Internal assessment data shows outstanding attainment in the phases it is taught.</li><li>Students make good progress over time. In Primary, students understand the biography of the Prophet (PBUH) and gain a good knowledge about Islamic values and principles. In Middle, students make good gains in their understanding and appreciation of Islamic values, including tolerance, cooperation, patience and mercy. Students can recite Holy Qur'an verses correctly applying Tajweed rules. In High, students make very good progress when learning about Islamic law. For example, they understand the economics systems in Islam and know the judgments of legacy.</li><li>The majority of groups of students make better than expected progress. High-attaining students do not always achieve as well as they could.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Reciting Holy Qur'an verses correctly across Primary, Middle and High.</li><li>Understanding and appreciation of Islamic values across Primary, Middle and High.</li></ul>	<ul style="list-style-type: none"><li>Memorising prescribed Noble Hadeeths in Primary and Middle High.</li><li>Making better connection to students' own life experiences.</li></ul>



Arabic	<ul style="list-style-type: none"><li>Students' achievement is good in AFL and very good in ASL. Internal data shows that students make good progress in AFL, and very good progress in ASL, this matches with what is seen in lessons and in students' work.</li><li>Internal data shows that attainment is very good in Primary and Middle and outstanding in High in both AFL and ASL. What is seen in lessons and in students' work shows good attainment in AFL and very good attainment in ASL.</li><li>Primary students make good progress with developing their writing and reading comprehension skills in AFL, and very good gains in these areas in ASL. In Middle, AFL students build successfully on these skills, writing longer paragraphs and showing a good understanding of the story elements in texts that they read. They have a good ability to confidently use the new vocabulary they acquire and in applying standard Arabic grammar rules. In ASL, students develop very good skills to articulate their ideas at length when analysing and writing about the texts they read. In High, students write detailed creative accounts and talk extensively about their ideas with each other. Overall, listening, speaking and reading skills are more developed in both AFL and ASL. Students' independent and extended writing and spelling skills in Primary and Middle are marginally less well developed in both subjects.</li><li>The majority of groups of students in AFL, and the large majority of groups of students in ASL make better than the expected progress. Higher attaining students do not always progress as rapidly as they could especially in AFL.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Listening, speaking and reading comprehension skills in ASL across Primary, Middle and High.</li><li>Writing skills in High, especially for ASL students.</li></ul>	<ul style="list-style-type: none"><li>Extended writing skills in Primary and Middle.</li><li>Spelling skills in Primary and Middle.</li></ul>

Social Studies	<ul style="list-style-type: none"><li>Students' achievement in social studies is good. In lessons and their work, students make good progress in Primary and Middle. This does not match with internal assessment data, which shows students make very good progress.</li><li>Students' attainment is good in Primary and Middle. This does not match with the school's internal data which shows very good attainment.</li><li>In both phases, students acquire a good knowledge of UAE geography. In Primary, students make good gains in learning to discuss the meaning of the word United as well as how this type of union strengthened the country. In both phases, students make good gains in learning how to become responsible citizens in the UAE. They gain a good understanding of life skills, such as communication and collaboration and learn about respect, tolerance and diversity. In Middle, students' progress less well in learning to research data and information to explain economic concepts and in learning to compare different areas of the world.</li><li>The majority of groups of students make better than expected progress with their work. Higher attaining students do not always make as much progress as they could.</li></ul>
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	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"><li>Students' knowledge of UAE geography in both phases.</li><li>Students' understanding of what it means to be a good citizen in both phases.</li></ul>	<ul style="list-style-type: none"><li>Students' abilities to analyse data to explain economic concepts in Middle.</li><li>Students' abilities to compare different areas of the world in Middle.</li></ul>

English	<ul style="list-style-type: none"><li>Students' achievement in English is good overall. It is very good in EYFS and High. Internal data shows that students make very good progress across all phases. This matches with what is seen in EYFS and High. In Primary and Middle progress is good.</li><li>Students' attainment is good in EYFS, Primary and Middle, and very good in High. The internal data shows very good attainment across the school. The external GL test data for Primary and Middle shows good attainment and IGCSE results show outstanding attainment in High.</li><li>In EYFS, children make very good gains in building their knowledge of phonics and using these to decode and read a range of words and short sentences. Students in Primary and Middle can read and write for specific purposes and have good comprehension skills. In High, students write for different purposes and clearly articulate their ideas, make notes and debate their views to develop their writing. In Primary and Middle, students express their opinions confidently, however their speaking skills do not consistently transfer through to their written work in terms of extended writing and correct spelling. Students' handwriting skills are less well developed than their other language skills.</li><li>Overall, the majority of groups of students make better than expected progress. Higher-attaining students do not always progress as well as they could.</li></ul>	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"><li>Children's phonic skills in EYFS.</li><li>The reading comprehension skills of students, especially in High.</li></ul>	<ul style="list-style-type: none"><li>Students' skills with extended writing in Primary and Middle.</li><li>Handwriting and spelling skills across the school.</li></ul>



Mathematics	<ul style="list-style-type: none"><li>Students' achievement in mathematics is good overall. It is good in EYFS, Primary and Middle and very good in High. Internal assessment shows that students make very good progress across the school. What is seen in lessons and students work in High is very good, while it is good in EYFS, Primary and Middle phases.</li><li>Students' attainment is good in EYFS, Primary and Middle phases and very good in High. The internal assessment data shows attainment is very good in EYFS, Primary and Middle phases, and shows outstanding in High. External GL test data shows good attainment in Primary and Middle phases; this matches with what is seen in lessons and students' work. IGCSE results show outstanding attainment.</li><li>The children make good gains in their learning in EYFS, and students make good gains in Primary and Middle and very good gains in High. In EYFS, children make good gains in learning to recognise number bonds to ten. In Primary, students make good progress with learning how to measure, identify shapes and lines of symmetry and gain good skills in working with fractions. They progress less well in developing their number calculation skills. In Middle, students can solve equations involving brackets and add and subtract fractions. Their skills in problem solving are less well developed. In High, students make very good progress in learning to resolve forces into components and in working with formulae, binomials, integration and trigonometry.</li><li>Overall, the majority of students make better than expected progress. Higher-attaining students do not always progress as rapidly as they could.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>EYFS children's understanding of number bonds.</li><li>High students' skills in algebra and trigonometry.</li></ul>	<ul style="list-style-type: none"><li>Primary students' calculation skills.</li><li>Middle students' problem-solving skills.</li></ul>



Science	<ul style="list-style-type: none"><li>Students' achievement in science is good overall. It is very good in EYFS and High. Internal data shows students make good progress across the school. This matches with what is seen in lessons and students' work in Primary and Middle where progress is good but does not fully match with what is seen EYFS and High where progress is very good.</li><li>Internal assessment shows that attainment is very good across all phases. Lesson observations and students' work in Primary and Middle show good attainment, while it shows very good in EYFS and High. External GL examination data shows the attainment of students is acceptable in Primary and very good in Middle. What is seen in lessons and students' work show good attainment. IGCSE results show outstanding attainment, what is seen in lessons and students' work show very good attainment.</li><li>Students make good progress in Primary and Middle and very good progress in EYFS and High. In EYFS, children make very good gains in learning about the world, for example when discussing changes in weather, making predictions and investigating how things float and sink. Primary students make good gains in earth sciences when investigating different types of rocks and their characteristics. Middle students develop their physical science understanding well when they explore the changing number of components in a series circuit and can make a bulb brighter or dimmer. They observe, investigate and record observations and draw inferences. Students do not sufficiently develop their practical and laboratory skills. In High, students make very good gains in scientific knowledge and theory development. For example, when naming isomers of carbon molecules using the structural formula. Across the school, students make good gains in learning to develop their scientific thinking, enquiry and investigation skills, especially in EYFS and High. Students demonstrate good knowledge and understanding about the life, earth and space sciences. Students do not always sufficiently deepen their knowledge of applying science to technology and the environment.</li><li>Overall, all groups of students make better than expected progress. The higher-attaining students do not make as much progress as they could do.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' knowledge and understanding of physical life, earth and space sciences in Middle.</li><li>Students' scientific thinking and investigative skills across the school.</li></ul>	<ul style="list-style-type: none"><li>Students' abilities to deepen their knowledge of the application of science in technology across the school.</li><li>Practical and laboratory skills in Middle.</li></ul>





Other subjects

- Students' achievement in other subjects is good overall. In lessons and their work students make overall good progress across the school, with very good progress in EYFS and High.
- Internal assessment data shows very good attainment in EYFS, good attainment in Primary and Middle and very good attainment in High, this broadly matches what is seen in lessons and students' work. In Primary and Middle, attainment is good in Art, PE, Humanities and ICT. In High, attainment in Computer Science, Graphic Design and Psychology is very good while attainment in Economics and Sociology is outstanding. The IGCSE external exam results for Economics, Business Studies and Computer Studies show very good attainment, and this broadly matches what is seen in lessons and students' work except for Economics where attainment is outstanding.
- In EYFS, children make very good gains in PE with learning to bounce and throw a ball. In Art they show good fine-motor skills when using recycled materials to make models. They acquire good abilities to investigate and express themselves in activities such as role-play and exploration. In Primary and Middle, students make good gains in developing their Art skills; for example, using multiple shapes to construct an image. They acquire good ICT skills using software packages to build diagrams and models. Students show good skills in PE with catching, throwing and dribbling a ball in team game situations. A minority demonstrate only acceptable skills with coordination, and accuracy with throwing and passing. Students gain good skills in Humanities, building their knowledge of countries of the world, and with older students learning to look deeply into the connections between industrial activity and its effects on the countryside. A minority of students' progress less well because they struggle to clearly articulate their ideas about geographic and historical facts. In High, students make very good gains with creating intricate designs for book covers in Graphic Design work and very good progress with understanding machine code in Computer Studies. They acquire a very good understanding in Psychology about case studies linked to Piaget's theories. High students develop outstanding abilities to research and analyse culture and socialisation in Sociology and outstanding abilities in Economics with understanding the principles of equilibrium in national industrial output.
- Overall, all groups of students make better than expected progress across the school. Higher-attaining students do not always progress as rapidly as they could, especially in Primary and Middle.

**Areas of Strengths**

- Students' depth of understanding in Economics and Sociology in High.
- Children's skills development in PE, Art and free-play activities in EYFS.

**Areas for Improvement**

- Fully develop students' coordination skills and accuracy with throwing and passing in team games in PE in Primary and Middle.
- The ability of students to articulate their understanding in Humanities in Primary and Middle.



Learning Skills	<ul style="list-style-type: none"> <li>Students' learning skills are good overall. They are very good in EYFS and High.</li> <li>Students engage fully in lessons and enjoy working with each other. They interact with each other and their teachers in a very positive way. Students collaborate well and through this, learn to promote their communication skills well, especially in the EYFS and High.</li> <li>Students link their learning to activities in real life and in this way get a good understanding of the concepts learned. Through hands on activities and role-play, children do very well in this respect in EYFS and also students connect learning strongly with real ongoing events in the world in High.</li> <li>In many lessons across the school students become confident to ask questions and think critically. Occasionally in Primary and Middle, this aspect of work is less evident. There are good examples of students in High learning to develop their innovation skills, for example through generating their own ideas about what code to produce in Computer Studies. However, there are too many lessons across the school where scope for learning in this way is missed.</li> <li>Across the school students show good technology skills, to support their learning and to help them learn to work independently.</li> </ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' engagement and interaction across the school.</li> <li>Students' technology skills across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Innovation skills across the school.</li> <li>Critical thinking skills in Primary and Middle.</li> </ul>

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

Indicators:	EYFS	Primary	Middle	High
<b>Personal development</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"> <li>Overall, students' personal and social development and innovation skills are very good.</li> <li>Students display positive attitudes to learning. They are responsible and self-reliant. Students are self-disciplined and respond well to others. Students feel safe, valued and supported. Bullying is rare and addressed effectively with support from the students' council.</li> <li>Students are sensitive to the needs of others and relationships amongst students and staff are very respectful. They are cooperative and supportive of each other.</li> <li>Students demonstrate a clear understanding of safe and healthy living. They usually make wise choices about their own health and safety and participate in physical activities that promote safe and healthy lifestyles.</li> <li>Attendance at 98% is outstanding and reflects students' passion to come to school. Students are usually punctual.</li> </ul>				



<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"> <li>Students have an excellent understanding of Islamic values and how these influence life in the UAE, which is strongly encouraged through the school's Holy Qur'an study programme. They are knowledgeable and respectful of the traditions and heritage of the UAE. These values are promoted during lessons, participation in religious events and Holy Qur'an recitation competitions, and through a wide range of activities including the Flag Day, Martyr Day and National Day.</li> <li>Students have a clear awareness and respect for their own and other cultures. While many of the students spoken to show a reasonable awareness of other world cultures, a minority had a less well-developed understanding in this area.</li> </ul>				
<b>Social responsibility and innovation skills</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"> <li>Students volunteer and participate in a wide range of activities to make social contributions, including Red Crescent charity work and participating in Sharjah Children's Shura Council.</li> <li>Students display a positive work ethic. Across the school, students generally show a creative approach to their work. In High, there are very good examples of students showing an innovative approach, but this not generally a common feature of the way students work across the school.</li> <li>Students show care for their school and work hard on projects to improve the environment. They participate in a wide range of activities to promote conservation.</li> </ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"> <li>Students' understanding of Islamic values and the way these influence life in the UAE.</li> <li>Students' attendance.</li> </ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"> <li>Students' ability to work innovatively.</li> <li>The awareness of a minority of students about other world cultures.</li> </ul>				

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	EYFS	Primary	Middle	High
<b>Teaching for effective learning</b>	<b>Very Good</b>	<b>Good</b>	<b>Good</b>	<b>Very Good</b>



- The overall quality of teaching and assessment is good.
- Most teachers have a thorough knowledge of the subjects they teach and understand how to help students learn. They adapt their approaches to ensure students make good progress and very good progress in EYFS and High.
- Teachers plan lessons well to ensure they are aligned to curriculum standards and use resources, including technologies effectively to enhance students' outcomes, they provide interesting and engaging activities.
- Teacher-student interactions are very positive and ensure that students are fully engaged in lessons. Questioning is used well to check and correct understanding and to ensure that students take part in meaningful discussions about their work.
- In the best lessons, especially in EYFS and High, teachers provide challenging tasks for different groups of students. This is not a consistent feature of lessons in Primary and Middle and, too often, activities provided do not provide sufficient personalised challenge for different groups of students, especially for those who are higher attaining.
- Teachers encourage students to complete research and problem-solving activities to promote problem-solving. They do not always provide sufficient opportunities for students to develop their critical thinking and innovation skills.

Assessment	Very Good	Good	Good	Very Good
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- The school has very robust and consistent internal assessment procedures which give a clear picture of students' progress. The assessment links securely with the school curriculum.
- The school has a suitable array of external examinations to benchmark academic outcomes against national and international standards. The results in GL external tests do not always align with the attainment seen in lessons and students' work.
- The school analyses student assessment data well and produces comprehensive information on the attainment and progress over time for all groups of students.
- Teachers generally use assessment information well to inform their lesson planning. In the best lessons, especially in EYFS and High, teachers use the information to match activities to meet the needs of all groups of students, especially those who are higher attaining. This is not consistently seen in all lessons across the school.
- Teachers have a good knowledge of the strengths and weaknesses of individual students. Students' books are regularly marked, sufficient written feedback is inconsistently provided to inform students about their next steps in learning.

#### Areas of Strength:

- Teachers' thorough subject knowledge.
- Teachers' very positive interactions with students.

#### Areas for Improvement:

- The use of assessment information to ensure activities provided in lessons always match the needs of all groups of students, especially those who are higher attaining.
- The marking of students' work.



## PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	EYFS	Primary	Middle	High
<b>Curriculum design and implementation</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>The overall quality of the curriculum is good.</li><li>Curriculum design and implementation is very good.</li><li>The curriculum has a clear rationale, is broad and balanced, combining the statutory requirements of both the English National and MoE curricula. The curricula are well planned and ensure students build progressively on previous learning.</li><li>A wide range of curricular choices are provided for the older students to meet their needs and aspirations, with close consultation with the students to cater for their interests and career choices.</li><li>Cross-curricular links are planned with a thematic approach and are organised in a purposeful way with relevance to internal and external events.</li><li>Regular curriculum reviews are conducted ensuring adequate provision to meet the needs of most students.</li></ul>				
<b>Curriculum adaptation</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Curriculum modifications are good and successfully ensure that teachers modify the curriculum to meet the needs of most students. Planning does not always ensure there is sufficient challenge for higher-attaining students.</li><li>A very good range of extra-curricular activities and competitions are offered to students, particularly for children in the EYFS, where teachers utilise a wide range of resources and facilities. Opportunities for students to engage in activities that promote enterprise and innovation within lessons are limited.</li><li>Learning experiences to promote a good understanding of the UAE's values, culture and society are embedded through all aspects of the curriculum.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>Curricular choices offered to older students.</li><li>The joint promotion of the MoE and English National curriculum.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>The planning of opportunities for innovation.</li><li>The adaptation of the curriculum to ensure activities provided consistently match the needs of all groups of students, particularly those who are higher attaining.</li></ul>				





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

Indicators:	EYFS	Primary	Middle	High
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>
<ul style="list-style-type: none"> <li>The protection, care, guidance and support of students is outstanding.</li> <li>All staff have a thorough knowledge of how to safeguard students and the procedures to follow if an issue of child protection arises. Students feel safe and are confident to report any concerns. Policies are reviewed regularly, and staff and parents receive training about updates or changes. The school is fully effective in protecting students from bullying and the potential dangers of the internet.</li> <li>The school provides a safe, hygienic and secure environment, conducting thorough checks to ensure that any risks are swiftly addressed. Students are always properly supervised around the school and on school transport. The school meets all legal and regulatory requirements, including emergency evacuation drills.</li> <li>The buildings and equipment are maintained in exceptional condition. The school maintains very detailed records and documentation, including records of incidents and follow-ups.</li> <li>School premises and facilities provide a high standard physical environment, which meets the learning needs of all students.</li> <li>The school's promotion of safe and healthy living is very successful and impacts positively on all aspects of school life.</li> </ul>				
<b>Care and support</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"> <li>Staff develop very good relationships with students and, consequently, behaviour is very good.</li> <li>The school is highly effective in promoting and managing students' attendance and punctuality.</li> <li>The school has very good procedures for identifying SEN students and these individuals are well supported in lessons. Clear individual education plans are in place; occasionally these are not fully followed through. Although the school has clear systems for identifying students who may be gifted and talented (G&amp;T), these individuals are not always sufficiently supported in lessons through the provision of challenging tasks.</li> <li>Thorough support systems are in place for all students to ensure they receive the personal and academic guidance they need, including full guidance for older students in making career and future education choices.</li> </ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"> <li>Systems to ensure students' safety.</li> <li>The personal and academic guidance for students.</li> </ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"> <li>The consistent implementation of the individual educational plans for SEN students in class lessons.</li> </ul>				



- Support for gifted and talented students.

## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

### Indicators:

**The effectiveness of leadership**

**Good**

**Self-evaluation and improvement planning**

**Good**

**Partnerships with parents and the community**

**Very Good**

**Governance**

**Very Good**

**Management, staffing, facilities and resources**

**Very Good**

- The overall quality of leadership and management is good.
- The principal and senior leaders, along with the staff and governors, set a very clear vision for the school's direction. They are very successful in providing an encouraging family atmosphere and positive learning culture across the school so that students enjoy school and are keen to do their best.
- Leaders are knowledgeable about the school's curriculum and understand what constitutes good practice. They rightly recognise the need to move forward with current plans to ensure that lessons focus even more precisely on catering for the needs of students of all different abilities.
- Relationships and communication are strong so that all members of the school community feel valued, and there is very good morale amongst the staff.
- The leadership team and leaders at all levels have clarity on what is needed to keep the school improving. Together, guided by the principal, they have built a strong capacity to help the school move forward rapidly. They rightly recognise that there remains work to do in improving the overall progress of students and, in particular, with accelerating the progress of higher-attaining and gifted and talented students.
- Since the last review, leaders have successfully improved aspects of the school's performance in some subject areas, notably in ASL and Qur'anic studies lessons and with strengthening provision, particularly in the care guidance and support of students. Leaders ensure that the school is fully compliant.
- Self-evaluation is good overall and provides a clear picture of the school's strengths but lacks precision in identifying key areas for the improvement of students' skills, knowledge and understanding in subjects. The school makes full use of both internal and external assessment information to inform self-evaluation.
- Leaders ensure that teaching and learning are regularly monitored across the school but recognise that current systems do not sufficiently focus on evaluating the achievement of higher-attaining students in all subjects.
- The school has a well-constructed and suitably prioritised improvement plan. The school has made good progress over time in addressing the recommendations from the previous review.



- The school has established a very good partnership with parents, and robust systems are in place to communicate with them, gain their views about the school, report to them about their children's progress and to involve them in the life of the school. There remains a minority of parents who do not sufficiently involve themselves in the life of the school. The school works closely with parents to support a range of charitable activities in the local and wider communities.
- The school governors work very well to support senior leaders, hold them to account and to monitor the work of the school. They have a very good representation of stakeholders and regularly check the views of parents to help inform their work. Governors make a very good impact on helping to improve the quality of the school's performance.
- The school runs very efficiently on a day-to-day basis, has sufficient staffing and outstanding accommodation and resources. Teachers receive a very full range of regular training. Reinforcing training to help teachers consistently devise work that matches the needs of all groups of students, especially the higher-attainers, is needed.

#### **Areas of Strength:**

- The capacity for the school to move forward rapidly.
- The partnership with parents.

#### **Areas for Improvement:**

- The monitoring of lessons to focus on the achievement of higher-attaining students.
- Reinforced training to teachers to address the needs of all groups of students.

## **SPEA ADDITIONAL FOCUS AREAS**

### **Provision for Arabic Language**

- For AFL, the ratio of teachers to students is 1:12 in EYFS, 1:14 in Lower Primary, 1:19 in Upper Primary and 1:20 in Middle and High.
- For ASL, the ratio is 1:22 in Primary and 1:18 in Middle and High.
- The school library has 7643 Arabic books, 1987 of which are fiction and 5656 of which are non-fiction. The libraries are fully equipped with technology to support the reading provision. In addition, all EYFS and Primary classrooms have their own libraries, and the school utilises the Al Asafeer online reading platform for lessons.
- The Arabic department organises a wide range of extra-curricular activities including competitions for speaking, calligraphy and for Holy Qur'an reading. The school runs a wide range of initiatives, such as 'Character Day' and 'I Read Fluently.'

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

- The school is fully compliant with the requirements for external testing. GL tests are conducted for all students in Years 4 to 10, CAT 4 tests for Years 4, 6, 8 and 10, PISA tests for all 15-year-olds, PIRLS tests for all in Year 5, IGCSE for Year 11 students and AS and A Levels for Years 12 and 13.
- The school has a national agenda action plan to ensure full preparation of students for the upcoming tests along with a scholarship programme for students who are successful in GL tests.
- Students are made fully aware of all results and results are also displayed around the school.

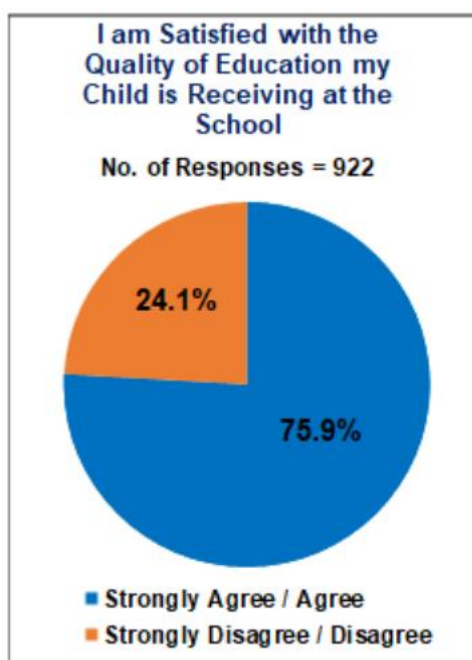


- Parents receive full information about all tests and workshops are held to familiarise them with all tests.

### Provision for EYFS

- The ratio of staff to children in the EYFS is 1:17. Each EYFS class has a teacher, teaching assistant and a support member of staff.
- Classes are very spacious and have a full range of practical equipment and enhanced provision for role-play, sensory and investigation activities. There are a very wide range of resources available for teaching and learning including a full range of technology resources. Learning hubs are used by all classes along with a kitchen and an extended learning room. There are two indoor playground, an inclusion room and a gymnasium.
- The EYFS flows naturally into its outdoor areas, which are very spacious and well equipped with a wide range of age-appropriate equipment to fully match with the needs of the EYFS Early Learning Goals.
- Full induction arrangements are in place to welcome children and parents. Full transition arrangements are in place with visits from Year 1 teachers to the EYFS classrooms and visits arranged for EYFS children to go to Year 1 classrooms.

## VIEWS OF PARENTS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve achievement to a consistently very good or better level in all subjects by:
  - fully developing students' abilities in Islamic Education with memorising prescribed Noble Hadeeth's and explaining their meanings across the school.



- fully developing students' skills with extended writing in English and Arabic, especially in Primary and Middle.
  - fully developing students' abilities in social studies to analyse data to explain economic concepts in Middle.
  - fully developing students' spelling and handwriting skills in English in Primary and Middle.
  - fully developing students' abilities with using and applying number operations in mathematics in Primary, and students' mathematical problem-solving skills in Middle.
  - deepening students' knowledge of the application of science in technology and the environment across the school and fully developing their practical and laboratory skills in Middle.
  - fully developing students' coordination skills with accurately passing a ball in team games in PE in Primary and Middle.
  - fully developing students' abilities with articulating their understanding in Humanities lessons in Primary and Middle.
  - ensuring students consistently develop their innovation and critical thinking skills, especially in Primary and Middle.
- Improve the quality and consistency of teaching to a very good or better level across all the phases by:
    - ensuring teachers regularly mark all students' work and provide clear feedback to help them improve.
    - ensuring teachers make full use of assessment information to match work precisely to the needs of all groups of students, particularly those who are higher attaining.
    - ensuring that work planned for lessons, where appropriate, supports students in working in an innovative way.
  - Adapt the curriculum to ensure activities consistently provide challenge for higher-attaining students by:
    - reviewing the current curriculum content for higher-attainers and ensuring it consistently translates into practice in lessons in all phases.
  - Strengthen leadership by:
    - focusing the monitoring of lessons, especially that carried out by middle leaders, more precisely on evaluating the achievement of higher-attaining students.

In addition to considering the full content of this report and identifying actions required to bring about improvement, the school should build the strategic recommendations into its improvement planning process.

In consultation with the assigned School Improvement Advisor, the school should send its revised improvement plan, including specific actions, timescales, and success measures, to SPEA within two months of the publication of this report. Four months later, the school should submit a detailed report on progress to SPEA.

SPEA's next school review will validate the progress report and include a review of further progress made by the school in implementing the recommendations from this SPR report.

If you have a concern or wish to comment on any aspect of this report, please contact SPEA on [schools.review@spea.shj.ae](mailto:schools.review@spea.shj.ae) within three weeks of receiving this report.