



حكومة الشارقة
GOVERNMENT OF SHARJAH
SHARJAH PRIVATE EDUCATION AUTHORITY
هيئة الشارقة للتعليم الخاص

**Review Report for Our Own English High School, Sharjah -
Boys' Branch**

Overall Effectiveness: Good

AY 2018 – 2019



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Sharjah Private Education Authority school review process

This report sets out the findings of the Sharjah Private Education Authority review of the quality of education provided by the school. The report uses the six standards of the UAE School Inspection Framework (<https://www.moe.gov.ae/en/importantlinks/inspection/pages/evaluationandquality.aspx>)

- How good is students' achievement? This section is a detailed review of students' achievement (attainment and progress) and learning skills in each of the core subjects.
- How good are students' personal and social development, and their innovation skills? This section is a detailed review of students' personal development, understanding of Islamic values and awareness of Emirati and world cultures, and their social responsibility and innovation skills.
- How good are teaching and assessment? This section is a detailed review of the quality of teaching for effective learning and of assessment.
- How good is the curriculum? This section is a detailed review of the way the school implements and adapts its curriculum for students.
- How good is the protection, care, guidance and support of students? This section is a detailed review of the impact on students of the school's arrangements for health and safety, safeguarding, and care and support.
- How good are leadership and management? This section is a detailed review of the effectiveness of school leadership, self-evaluation and improvement planning, links with parents and the community, governance and management.

The review report also makes a summary judgement about the school's overall effectiveness:

- How good is the overall quality of performance of the school? This section is a summary of the school's key outcomes and the related main areas of strength and areas for improvement.

The review process

A team of education reviewers visited the school to review the quality of education provided. Members of the team visited lessons across the curriculum and conducted other review activities including:

- Reviewers held discussions with the principal, senior managers, teachers and other members of staff, students and their parents.
- Reviewers studied a wide range of school documentation and students' coursework.
- Reviewers observed school activities such as lessons, assemblies, arrivals, departures and break times.

Reviewers made judgements within the six performance standards, as well as the overall effectiveness of the school, using the following six-level 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 expectation of the UAE. This is the expected level for every school in the UAE.
- Acceptable. The quality of performance meets the minimum level of quality required in the UAE. This is the minimum level for every school 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.



School information			
General Information	Review date:	05.05.2019	to 08.05.2019
	School name	Our Own English High School, Sharjah – Boys' Branch	
	School ID	846	
	School address	P.O. Box 150807, Sharjah, UAE	
	School telephone	+971 6 5190100	
	School official email	Info_oob@gemsedu.com	
	School website	www.gemsourownenglishboys-sharjah.com	
	School curriculum	Indian	
	School phases (age)	KG1 to Grade 12 (4 years to 17 years)	
	School type	Private	
Staff Information	Principal	Srivalsan Murugan	
	Total number of teachers	176	
	Turnover rate	8%	
	Number of teaching assistants	8	
Student Information	Teacher : Student ratio	1 : 20	
	Total number of students	3553	
	% of Emirati and other nationality groups.	1. Emirati 0%	
		2. Indian 96%	
		3. Pakistani 2%	
	% of students with SEN	10%	
% of students per phase	KG: 8%	Middle: 37%	
	Primary: 31%	High: 24%	
Gender	Boys and girls to Grade 4. All boys from Grade 5-12		
Fees	Minimum to maximum	AED9075 to AED14278	
External tests and examinations	Central Board of Secondary Education (CBSE) Grade 10 and 12 Cognitive Abilities Test Fourth Edition (CAT 4) Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS) Pisa Based Test for Schools (PBTS) Assessment of Scholastic Skills through Educational Testing (ASSET)		

The overall performance of the school

- The school opened in 2007 and moved to a new campus three weeks prior to this review. In moving, the school absorbed a kindergarten (KG) and a small number of primary students. There was no KG at the former site. The principal has been in post for five years.
- The overall performance of the school is good. Students achieve well in most core subjects in the primary, middle and high phases because teaching is good; teaching in English and mathematics in high phase is very good. Through effective self-evaluation, leaders successfully share responsibility for improving standards and governors are effective in holding leaders to account. Monitoring of teaching is less well focused on improving outcomes for children in KG and for students in Arabic as a second language (ASL) where achievement is acceptable.

Performance Standard	Judgement and justification
1. Students' Achievement	Good
<ul style="list-style-type: none"> • Achievement is good in all key subjects in primary, middle and high phase apart from Arabic which is acceptable; achievement is acceptable in KG. English and mathematics are very good in high phase. • Students enjoy learning and work well collaboratively, but their innovation skills and ability to think critically about their work are less well developed in lessons. • Most groups of students make good progress but gifted and talented (G&T) students do not always make the progress of which they are capable in lessons. 	
2. Students' personal and social development, and their social skills	Very Good
<ul style="list-style-type: none"> • Students' attitudes, relationships and behaviour are very good. Their attendance is very good. • Students demonstrate a clear understanding of Islamic values and respect for the culture and heritage of the UAE. • Students lead numerous whole-school activities which make worthwhile social contributions to the local community; their skills in innovation and enterprise are less well developed in lessons. 	
3. Teaching and assessment	Good
<ul style="list-style-type: none"> • Teachers have a secure understanding of the curriculum and their subjects. • Teaching approaches in KG do not promote effective learning through discovery. • Processes for internal assessment are good. Teachers use assessment data to adapt their planning in most subjects but do not consistently meet the learning needs of KG children and G&T students. 	
4. Curriculum	Good
<ul style="list-style-type: none"> • The curriculum is effective in developing a balance of skills and understanding. • Cross-curricular links are meaningful, well-planned and facilitate transfer of learning across most subjects. • Teachers modify the curriculum to meet the needs of SEN students but are inconsistent in meeting the needs of KG children and G&T students. 	
5. The protection, care, guidance and support of students	Very Good
<ul style="list-style-type: none"> • Students are very well cared for and supported in a safe and secure environment. • Relationships throughout the school are very strong. • Teachers do not consistently support G&T students' progress in lessons. 	
6. Leadership and management	Good
<ul style="list-style-type: none"> • Senior leaders are committed to improving standards across the school and work effectively as a team to encourage a collegial approach to school improvement. • Analyses of internal data informs self-evaluation but monitoring and evaluation by middle leaders is less clearly focused on students' learning. • Senior leaders have not achieved improvement in provision in the KG or ASL. 	



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Key areas of strength and areas for improvement:

Strengths

- Students' attainment in external assessments in almost all subjects, and the provision for teaching and learning in English and mathematics in high phase.
- Students' personal and social development, their attitudes to learning and their appreciation of UAE culture and Islamic values.
- Protection, care, guidance and support of students.
- Communication and partnership with parents.
- Leadership of the principal and the senior leadership team.

Areas for improvement

- 1. Improve the effectiveness of teaching to improve children's achievement in KG; and raise students' achievement in ASL by:**
 - i. observing and sharing best practice
 - ii. reviewing how the curriculum is delivered in KG and providing KG teachers with professional development on best practice in early years teaching strategies
 - iii. providing more opportunities for students to read and write in Arabic.

- 2. Use assessment information to further improve students' skills of innovation, enterprise, enquiry, research, and critical thinking, particularly to challenge the G&T students, by:**
 - i. requiring class teachers to make more effective use of assessment outcomes to adapt their lessons and set individual targets for student attainment
 - ii. reviewing how key problem-solving skills are included within the curriculum
 - iii. providing teachers with professional development in teaching strategies that promote 21st century skills.

- 3. Develop middle leaders' skills in monitoring and evaluating learning by:**
 - i. middle leaders' evaluations of lessons having a clearer focus on learning outcomes
 - ii. identifying more effectively where good practice has the greatest impact on student outcomes
 - iii. using these teachers to provide peer support for teachers whose practice is less effective.



Provision for reading

- The school library is well-stocked with age-appropriate fiction and non-fiction books in English and Arabic and students' home languages. The school reading policy sets out a clear and progressive programme for the development of reading skills.
- Teachers are trained in the teaching of reading. In most subjects, they encourage students to read aloud to promote fluency and confidence. School-wide support for reading includes Arabic word of the day and technical vocabulary in science sessions.
- The school's plan to encourage reading is part of its National Agenda strategic plan to improve students' achievement. Systems to track students' progress in reading include base-line diagnostic tests which facilitate targeted individual improvement interventions.
- Reading is promoted through events such as book week, and competitions such as spelling bee.

Performance Standard 1: Students' Achievement					
Islamic Education	Phase	KG	Primary	Middle	High
	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
<ul style="list-style-type: none"> Students' achievement in Islamic education is good. Internal school assessments indicate attainment across all phases is outstanding. External MOE examinations indicate that the attainment of Grade 12 students is outstanding. This does not match review findings. In lessons and recent work, the majority of students attain above curriculum standards. In primary and middle phase, a majority of students show good understanding of Islamic teachings and rules such as the virtues and value of fasting in Ramadan. Most students in high phase can recite Holy Quran verses correctly but only a minority follow the appropriate Tajweed rules. They appreciate the importance of Sunna in Islam and can analyse the link between the Holy Quran and Sunna. Most groups of students make good progress. <p>Areas for improvement</p> <ul style="list-style-type: none"> Students' ability to recite the Holy Quran with the application of Tajweed rules. 					
Arabic (as a Second Language)	Phase	KG	Primary	Middle	High
	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Students' achievement in ASL is acceptable. Internal assessments indicate that attainment is very good in the primary, good in middle and acceptable in high phase. This does not match review findings for primary and middle. In lessons and recent work most students' attainment is in line with curriculum standards. Most students have adequate understanding of spoken Arabic. Students' reading comprehension and grammar skills are better developed than their reading and speaking fluency in all phases. Younger students have difficulty in pronouncing letters accurately. Most groups of students make acceptable progress. <p>Areas for improvement</p> <ul style="list-style-type: none"> Younger students' accuracy in pronouncing letters. Fluency in reading and speaking. 					
Social Studies	Phase	KG	Primary	Middle	High
	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
<ul style="list-style-type: none"> Students' achievement in social studies is good. Internal assessments indicate students' attainment is outstanding in the primary phase and very good in the middle phase. This does not match review findings. In lessons and recent work, a majority of students attain levels above curriculum standards. Students show good knowledge in UAE geography, history and government structure. In primary, the majority can compare climates and justify why camels cannot live in cold weather. In middle, they can suggest solutions for environmental hazards, but they do not use additional resources, such as technology, to research and further extend their learning. Most groups of students make good progress and develop skills progressively. <p>Areas for improvement</p> <ul style="list-style-type: none"> Students' use of technology to research and extend their learning, particularly in middle phase. 					



English	Phase	KG	Primary	Middle	High
	Attainment	Acceptable	Good	Good	Very Good
	Progress	Acceptable	Good	Good	Very Good
<ul style="list-style-type: none"> Students' achievement in English is good overall. It is acceptable in KG, good in primary and middle and very good in high. School information indicates that attainment is very good overall; external examination data shows outstanding attainment in the high phase and very good in middle and primary. This does not match review findings. In lessons and recent work, children's attainment is acceptable in KG, and improves to good in primary and middle and very good in high. In KG, most children learn to read simple sentences and write legibly but they are not always confident speakers or able to answer simple questions. In primary, middle and high, students become increasingly sophisticated communicators, both orally and in writing. Students' skills in longer form essay writing are not as well developed. Throughout the school, G&T students' creative writing skills lack depth. Most groups of students make broadly the same progress in each phase. <p>Areas for improvement</p> <ul style="list-style-type: none"> Children's speaking and listening skills in KG. G&T students' extended creative writing skills. 					
Mathematics	Phase	KG	Primary	Middle	High
	Attainment	Acceptable	Good	Good	Very Good
	Progress	Acceptable	Good	Good	Very Good
<ul style="list-style-type: none"> Students' achievement in mathematics is good overall. It is good in primary and middle phase, very good in high and acceptable in KG. School information and external examination data indicates that attainment is very good overall. This does not match review findings. In lessons and recent work, children's attainment is acceptable in KG, good in primary and middle and very good in high. In KG, children confidently count up to ten, but their knowledge of shape is insecure. Primary students can recognise like and unlike fractions. In middle, students can prepare pie charts. In high, students can solve algebraic equations with three functions. Most groups of students make the same progress. However, more-able students do not make accelerated progress because they are not challenged enough in lessons. <p>Areas for improvement</p> <ul style="list-style-type: none"> KG children's understanding of shape. 					
Science	Phase	KG	Primary	Middle	High
	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good

- Students' achievement in science is good overall.
- External assessments indicate that attainment is very good overall; internal assessment indicates that attainment is good, which matches review findings.
- In lessons and recent work, attainment is acceptable in KG, and good in other phases. KG children can describe the requirements for seed germination. Primary phase students can perform simple experiments to identify the main components of food. Students' knowledge of basic scientific facts is good but the experimental skills of KG children and students in lower primary are inconsistent. Middle and high phase students have better developed inquiry and investigation skills. For example, middle phase students can carry out more complex experiments separating mixtures. High phase students can determine the refractive index of a prism.
- Most groups of students make good progress.

Areas for improvement

- Experimental skills in KG and lower grades in the primary phase.

Other subjects	Phase	KG	Primary	Middle	High
	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good

- Students' achievement in other subjects is good.
- School information indicates attainment is acceptable overall. It is very good in primary; acceptable in middle; and weak in high phase. Attainment in external examinations is very good overall: it is outstanding in computer science, informatics practices and second languages; very good in business studies and economics; good in entrepreneurship, but weak in accountancy.
- In lessons and their recent work, students' attainment is good overall. In second languages, students' speaking, reading and comprehension skills are well-developed. In social sciences, students in primary are knowledgeable about physical desert features, and in high they debate social issues in history and geography. In creative arts and PE, KG children develop physical skills and can explain clearly how instruments make music but colour shapes unimaginatively. In primary, students perform gymnastic movements, sing tunefully, and master artistic techniques. In all phases, creativity and imagination are not sufficiently developed. In high phase commerce subjects, students' statistical analyses and economic theory is strong; but their knowledge in accounting is more variable. In ICT, students in primary show basic computer knowledge, and they can create applications in high.
- Most groups of students make similar progress, but G&T students' progress is limited by lack of challenge.

Areas for improvement

- Students' creativity and imagination in art, using a range of media.
- Students' knowledge in accounting in high phase.

Learning skills	KG	Primary	Middle	High
	Acceptable	Good	Good	Good

- Learning skills are good overall; they are acceptable in KG.
- Most students enjoy learning and demonstrate very positive attitudes in class. They have a good understanding of what they need to do to improve the standards of their work.
- Students mostly work very well in groups and their interactions are supportive of one another's contributions.
- KG children and students in the lower grades of the primary phase are less secure in learning through exploration and discovery.



- Students are able to make good connections in learning between different subjects and with the wider world, particularly in the middle and high phases. Their innovation skills are strong in activities outside lessons, but these skills and their ability to think critically about their work are less well developed in lessons.

Areas for improvement

- Learning through discovery for KG children and lower grades in primary.
- Greater application of innovation and critical thinking skills in lessons.

Performance Standard 2: Students' personal and social development, and their innovation skills				
Indicator	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"> Students' personal and social development and their innovation skills are very good overall. Students' very positive attitudes to school result in very good behaviour. They are consistently self-disciplined and respectful of their teachers and each other. Students report that they feel safe, valued and supported and show initiative by taking on posts of responsibility such as prefects and class representatives on the students' council. Students have a very good understanding of, and strong commitment to, following a healthy and safe lifestyle. Their attendance is very good at 96% and they are punctual to school and lessons. Students' appreciation of the role and values of Islam in the UAE society is very good, and they have a secure understanding of how Islamic values influence contemporary UAE society. Students' respect and appreciation for the heritage and culture of the UAE is very good; important festivals such as National Day are celebrated with enthusiasm. Students have a very good understanding of their own culture; their understanding of other world cultures is less consistent. Students are responsible and contribute very actively to the life of the school and wider communities. They show a very positive work ethic and, when provided with the opportunity, are creative and innovative and initiate and manage projects outside the classroom; they do not consistently demonstrate these skills in lessons. Students care for the school and seek ways to improve its environment. They are active in raising awareness of environmental issues and participate in school conservation schemes and local 'clean-up' campaigns. <p>Areas for improvement</p> <ul style="list-style-type: none"> Students' consistent innovation and enterprise skills in lessons. 				



Performance Standard 3: Teaching and Assessment

Indicator	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Good	Good	Good
Assessment	Acceptable	Good	Good	Good

- The overall quality of teaching and assessment is good. It is acceptable in KG.
- Teachers have strong knowledge and skills in their specialist areas, particularly in high, and show good understanding of how students learn. They show less understanding of children's development in KG and lower primary grades. Lesson plans are well-focused on learning and include a wide range of strategies to accelerate or support the learning of groups.
- Time, resources and the learning environment are well used but do not always promote effective learning through discovery in KG and in the transition into primary.
- Teachers' very positive interactions with students create a highly supportive learning culture. Teachers use questions well to assess students' understanding but do not always develop deeper thinking. Questioning is most effective in the high phase. Teachers develop students' innovation and thinking skills well, particularly in English in the high phase.
- Assessment processes are coherent and consistent, but internal information does not always give a comprehensive picture of student achievement. External benchmarking of students' attainment is thorough and effective.
- Assessments are well analysed to monitor students' achievement, including different groups. The school has yet to develop continuous tracking of students' progress across the school.
- Teachers provide helpful feedback in their marking and students engage in self- and peer-assessment. Students are not systematically involved in setting their own targets. There is not always enough challenge for G&T students.

Innovation in education

- Teachers use innovative strategies to enable students to lead their own learning in some subjects, particularly English, but this is inconsistent across the school. Teachers rely on textbooks and worksheets. Only a few subjects make use of learning technology in the classroom. In English, teachers make innovative use of 'flipped classrooms', where students learn the content of the lesson at home and test their knowledge and understanding in collaborative exercises in lessons.

Areas for improvement

- Strategies to promote students' critical thinking, innovation and independence, particularly in KG.
- Teaching to promote the accelerated progress of G&T students.

Performance Standard 4: Curriculum

Indicator	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Good	Good	Good
Curriculum adaptation	Acceptable	Good	Good	Good

- The overall quality of the curriculum is good. It is acceptable in KG.
- The curriculum is coherent and has a clear rationale based on the content of the CBSE guidance from KG to Grade 12. It is broad and balanced and develops students' knowledge and skills. Curriculum mapping identifies any gaps in learning and the school take steps to bridge these.
- Students have choice of science or commerce streams in high phase, and are also offered Arabic as a CBSE second language this year.
- Cross-curricular links are included in lesson plans in most subjects. Students learn the Arabic for key terms. Reference is made to English and Arabic in the students' own language lessons. Cross-curricular links are developed through a wide range of clubs, projects and school exhibitions. The curriculum is reviewed monthly and annually, and action plans prepared in all subjects.
- Teachers modify the curriculum to meet the needs of almost all groups of students, including students with SEN, but G&T students are not yet challenged consistently in all subjects. The KG curriculum is not adapted sufficiently to cater for the learning needs of very young children.
- All students have the opportunity to engage in a variety of extra-curricular activities, for example, innovation and debating clubs. Subject weeks are held during the year when presentations and activities are organised by students. Music competitions, concerts and drama productions enhance the provision further.
- The curriculum enables all students to develop a very good understanding of UAE culture and society. All lesson plans include links to aspects of UAE culture. Special assemblies are held for national celebration days.

Moral education

- Moral Education is taught as a discrete subject in English in Grade 1-12 and is compliant with MOE requirements. Key aspects of the programme are reinforced in other subjects in the curriculum. Students learn the importance of tolerance and demonstrate their understanding of relationships between people and respect for others. Moral Education values have a positive impact on students' behaviour and care of the environment.

Areas for improvement

- Modification of the curriculum to meet the needs of KG children and G&T students.

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

Indicator	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Very Good	Very Good	Very Good	Very Good

- The overall quality of protection, care, guidance and support of students is very good.
- The school has very effective procedures and policies for the safeguarding of students, including child protection, which are known and understood by all staff, parents and students. The school provides a very safe and secure environment and is very effective in protecting students from all forms of harm, including bullying and via the internet and social media.
- The school premises are modern and meet students' needs; they are very well-maintained with comprehensive records of incidents and subsequent actions held securely. Promotion of healthy and safe living is very effective and built into most aspects of school life. Health records are well-maintained, up-to-date and securely stored.
- The school behaviour policy is highly effective and staff-student relationships are exemplary. The school's approach is successful in promoting very high standards of attendance and punctuality.
- Thorough systems identify SEN and G&T students. The support for SEN students enables most to make good personal and academic progress. G&T students have a varied extra-curricular enrichment programme which promotes their academic and personal skills; challenge for G&T students in lessons is less consistent.
- The school provides very effective personal and academic advice, and guidance including careers.

Inclusion

- The school has an inclusive admission policy, and the modern buildings are accessible to all. Teachers receive useful information on the learning needs of SEN and G&T students; they make good provision for SEN students but are less skilled in meeting the needs of the most able. The curriculum is well adapted to cater for the learning needs of the SEN students but less so for the G&T. With the support of the SEN Co-ordinator (SENCO), teachers monitor the progress of SEN students effectively. Class assistants supporting SEN students are effective in ensuring these students integrate appropriately in lessons.

Areas for improvement

- Provision for G&T students in lessons.

Performance Standard 6: Leadership and Management

The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Very Good
Governance	Good
Management, staffing, facilities and resources	Very Good

- The quality of leadership and management is good.
- The principal sets a clear, strategic direction for the school, shared by all. Senior leaders work well as a team and take responsibility for key aspects of teaching and learning. Leaders at all levels demonstrate good capacity to overcome barriers in order to bring about improvement; their actions improved the school in important areas.
- The self-evaluation and improvement planning processes are good overall. The self-evaluation form (SEF) has an accurate view of most key priorities. The school improvement plan (SIP) has relevant targets which are focused on good quality data analysis. Senior and middle leaders regularly monitor teaching, but observations of middle leaders do not always have a clear focus on student learning.
- Parents and former students are represented on the governing body. Parents' views are gathered through surveys and through the Parents' Advisory Council which has a representative from each class. Partnerships between parents and school are very strong and they make a positive contribution to raising standards, for example at their request the school provided parents' classes in Arabic to help support their children's learning. Community partnerships are strong.
- School governors hold leaders to account through well-informed reviews of the SIP and have a positive impact on improvement in most areas of the school's provision. Stakeholders' views are sought regularly and, where appropriate, influence the school's future direction.
- The school operates very smoothly. School leaders have overcome many challenges presented in moving to a new site. Staff are suitably qualified and benefit from regular professional development in most areas. Its impact on teaching and learning in KG and for ASL is less evident.

National agenda

- The school is committed to the UAE Vision for 2021 and the National Agenda and has integrated the recommendations into the school National Agenda Action Plan (NAP) for 2019-2020. The main features of the NAP have been shared with staff, students and parents. Rigorous analyses of student data from a range of benchmarked external assessments including ASSET, TIMSS and PISA have been used to modify the curriculum; these interventions have improved achievements in international examinations.

Areas for improvement

- Middle leaders' evaluation of classroom practice with a clearer focus on student learning.



Next steps

The school needs to prepare and submit a school improvement plan to SPEA within two months of receiving the review report. The school improvement plan should address the following:

- a. Recommendations and improvement areas identified in the Review Report.
- b. Areas identified by the school as requiring improvement.
- c. Other external reports
- d. Priorities arising from the school's unique characteristics.

The next school review will report on changes made by the school.

If you have a concern or wish to comment on any aspect of this report, please contact email:

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