



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

**Review Report for Our Own English High School Sharjah-Girls**

**AY 2018 – 2019**

**Overall Effectiveness: Good**



### **Table of contents**

1. The Sharjah Private Education Authority review process.
2. School information.
3. The overall performance of the school.
4. Performance standards and judgement justifications.
5. Key areas of strength and areas for improvement.
6. Provision for reading.
7. Performance standard 1: Students' achievement.
8. Performance standard 2: Students' personal and social development and their innovation skills.
9. Performance standard 3: Teaching and assessment.
10. Performance standard 4: Curriculum.
11. Performance standard 5: The protection, care, guidance and support of students.
12. Performance standard 6: Leadership and management.
13. Next steps.

### 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 dates:	5/05/2019	to 8/05/2019
	School name	Our Own English High School Sharjah - Girls	
	School ID	160	
	School address	Industrial Area -6, University City Road , PO Box 2676	
	School telephone	06- 5386486	
	School official email	info_oos@gemsedu.com	
	School website	www.gemsoo-sharjah.com	
	School curriculum	Indian	
	School phases (age)	KG1 to Grade 12 (4 years to 17 years)	
	School type	Private	
Staff Information	Principal	Mrs Asma Gilani	
	Total number of teachers	353	
	Turnover rate	13%	
	Number of teaching assistants	21	
Student Information	Teacher : Student ratio	1:20	
	Total number of students	6901	
	% of Emirati and other nationality groups.	1. Emirati, 0%	
		2. Indian, 96.65%	
		3. Pakistani, 1.74%	
	% of students with SEN	4.8%	
% of students per phase	KG: 17.54%	Middle: 18.04%	
	Primary: 43.97%	High: 20.43%	
Gender	Boys and girls/ Boys-15.56%/ Girls-84.43%		
Fees	Minimum to maximum	KG1 AED 7,502 to Grade 12 AED 14,278(Tuition fee)	
External tests and examinations	Cognitive Ability Test (CAT4) Trends in International Mathematics and Science Study (TIMSS) Programme for International Student Assessment (PISA) Assessment of Scholastic Skills through Educational Testing (ASSET)		



### The overall performance of the school

- The school was established in 1982. Recent challenges have been about upgrading the building. The school is operating at over-capacity. The principal has been in post for five years and all senior leaders are internal appointments. Approximately 80% of children enter KG1 with low English skills.
- The overall performance of the school is good. Students make good or better progress in all subjects other than Islamic education, and Arabic as a second language (ASL) in high phase. Teachers use a range of assessment strategies, but lessons do not always challenge more-able students. Senior leaders are committed to UAE national priorities. Self-evaluation processes are very good but are not yet resulting in consistent quality teaching to raise students' achievement.

Performance Standard	Judgement and justification
1. Students' Achievement	Good
<ul style="list-style-type: none"> <li>• Children's and students' achievement is good overall. It is very good in English, mathematics and science in primary, middle and high phase. Achievement is acceptable in Islamic education, and in ASL in high phase.</li> <li>• Learning skills are good overall. They are very good in English, mathematics and science where students have very positive attitudes towards learning and well-developed critical thinking and problem-solving skills.</li> <li>• Most groups of students make similar progress.</li> </ul>	
2. Students' personal and social development, and their social skills	Very Good
<ul style="list-style-type: none"> <li>• Students have very positive attitudes to learning and respectful relationships with teachers, resulting in very good behaviour. Students' attendance and punctuality are very good.</li> <li>• Students appreciate UAE culture and heritage well, and demonstrate a good understanding of Islamic values.</li> <li>• Older students take responsibility for their learning through managing projects and are keen to innovate. This is less evident in primary phase.</li> </ul>	
3. Teaching and assessment	Good
<ul style="list-style-type: none"> <li>• Teachers' subject knowledge is secure and most understand how students learn. Their use of open-ended questions is not consistently effective across subjects.</li> <li>• Teachers provide good opportunities for developing innovation skills in lessons, but the use of learning technologies to support independent learning is limited.</li> <li>• Teachers use assessment well but do not give sufficient written comments to help students improve.</li> </ul>	
4. Curriculum	Good
<ul style="list-style-type: none"> <li>• The school's curriculum provides well for continuity and progression of learning</li> <li>• Although the curriculum is reviewed regularly, it does not fully meet the needs of gifted and talented (G&amp;T) students by providing challenge throughout lessons.</li> <li>• Cross-curricular links enhance learning and make it more relevant.</li> </ul>	
5. The protection, care, guidance and support of students	Very Good
<ul style="list-style-type: none"> <li>• The school has robust systems to keep students safe, and to promote very good behaviour.</li> <li>• There is a very positive learning environment. Procedures to promote very good attendance and punctuality are successful.</li> <li>• Rigorous systems effectively identify and support students with special educational needs (SEN). However, the provision of suitable challenge for G&amp;T and more-able students in lessons is inconsistent.</li> </ul>	
6. Leadership and management	Good
<ul style="list-style-type: none"> <li>• The principal and senior leaders are an effective leadership team. Through good self-evaluation processes, they are aware of the need to raise overall achievement further.</li> </ul>	



- Communication with parents is very effective. Parents receive regular and detailed reports on their children's academic and personal development.
- Governance is supportive and challenging but is not wholly effective in ensuring consistently strong teaching and achievement across all subjects.



## Key areas of strength and areas for improvement:

### Strengths

- Achievement in English, mathematics and science in primary, middle and high phase.
- Students' respectful relationships with staff and their positive attitudes and behaviour.
- Care, guidance and support for students.
- Leadership by the principal.
- Partnership with parents.

### Areas for improvement

- 1. Raise achievement in Islamic education and Arabic as a second language (ASL) in high phase by:**
  - i. providing active and interesting activities to engage students
  - ii. thoroughly recording the achievement of individual students in lessons
  - iii. improving teachers' planning to focus on support and challenge for all students
  - iv. adopting teaching practices in English, mathematics and science which have led to improved achievement.
- 2. Improve teachers' skills in modifying teaching and activities to provide challenge for more able and G&T students by:**
  - i. developing teachers' skills in using data to plan effectively to meet students' needs
  - ii. further developing daily teaching plans to include challenge activities throughout lessons
  - iii. providing training to develop teachers' use of open-ended questioning and facilitation of student-led activities.
- 3. Develop students' use of information and communication technology (ICT) as a learning tool in lessons by:**
  - i. continuing to develop the 'Bring Your Own Device' (BYOD) initiative
  - ii. planning to enhance ICT provision within the school
  - iii. training teachers in facilitating the use of ICT to develop creativity, innovation and research activities for students.



### Provision for reading

- The school has a range of books in both libraries, including, reference, fiction, magazines and story books. The senior library has computers to support referencing and research skills.
- The librarians encourage reading and help students make book choices.
- Students visit the library weekly and can borrow books. Older students have open access.
- Teachers promote reading and there are action plans to support improvements.
- Reading across all subjects and grades, and with parents, is encouraged through the '20-week Reading Challenge'.
- Primary students can access online reading schemes which is supported by a levelled reading scheme.
- Students write book reviews, visiting authors are welcomed, and there are displays such as, 'Year of Reading 2019' and 'Read to Success'.
- Assessment of reading is integrated in all the schemes and skills are tracked well throughout the school.



### Performance Standard 1: Students' Achievement

Islamic Education	Phase	KG	Primary	Middle	High
	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable

- Students' achievement in Islamic education is acceptable.
- Internal data shows that students attain above the curriculum standards. This does not match review findings.
- In lessons and recent work, most students attain in line with curriculum standards. Most students in primary and middle phase demonstrate adequate understanding of basic Islamic concepts, such as importance of sunnah prayer. In high phase, most students demonstrate adequate understanding of the importance of family ties in Islam and society. Students' recitation skills of verses of the Holy Quran following appropriate Tajweed rules, their understanding of Hadeeth and how it is linked to their daily lives are less developed.
- Most students make acceptable progress. However, progress of more-able students is insufficient.

#### Areas for improvement

- Quran recitation skills, following Tajweed rules.
- Students' understanding of Hadeeth and making links to their lives.

Arabic (as a Second Language)	Phase	KG	Primary	Middle	High
	Attainment	N/A	Good	Good	Acceptable
	Progress	N/A	Good	Good	Acceptable

- Students' achievement in ASL is good overall. It is acceptable in high phase.
- Internal assessments show that attainment is very good. This does not match review findings.
- In lessons and recent work, students' listening, speaking and reading skills are stronger than their writing skills. In the primary phase, students can apply accurate grammatical rules. In middle phase, students use a good range of vocabulary to describe daily life situations. In high phase, students read simple texts and conclude the main ideas. Their handwriting is legible but extended and creative writing skills are less well developed, particularly in the high phase.
- Most groups of students make similar progress.

#### Areas for improvement

- Students' extended and creative writing skills, particularly in high phase.

Social Studies	Phase	KG	Primary	Middle	High
	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A

- Students' achievement in social studies is good.
- Internal data indicates outstanding attainment. This does not match review findings.
- In lessons and recent work, student's attainment is good. In primary, the majority of students' knowledge is above curriculum standards, for example of the heritage and culture of falconry. In middle phase, the majority of students show good understanding of the merits and benefits of living in the UAE today and can explain their learning by making links to real-life situations. Students' use of maps to extend their learning is less well developed.
- Most groups of students make good progress.

#### Areas for improvement

- Students' effective use of maps to extend their learning.

English	Phase	KG	Primary	Middle	High
	Attainment	Good	Very Good	Very Good	Very Good
	Progress	Good	Very Good	Very Good	Very Good

- Students' achievement in English is very good overall. It is good in KG.

- Internal testing shows outstanding attainment in KG, which is not seen in lessons. External testing for primary shows very good attainment, matching review findings. In external testing in middle and CBSE assessment in high, outstanding attainment does not match review findings.
- In lessons and recent work, KG children's attainment is good and students' attainment in other phases is very good. Children can read three-letter words, but a minority cannot match pictures with simple words. Children improve their letter sounds through songs. In primary, middle and high phase, the large majority of students' listening and speaking skills are very well developed. Older students develop their high order reading skills and can analyse poems and stories in depth. Extended, independent writing skills are less well-developed for a minority of students.
- Overall, groups of students make very good progress. Progress of more able and G&T students is insufficient.

#### Areas for improvement

- Children's early reading skills for a minority in KG.
- Extended and independent writing skills of a minority of older students.

Mathematics	Phase	KG	Primary	Middle	High
	Attainment	Good	Very Good	Very Good	Very Good
	Progress	Good	Very Good	Very Good	Very Good

- Students' achievement in mathematics is very good overall. It is good in KG.
- Internal testing in KG shows outstanding attainment, which does not match review findings. External testing for primary and middle phase, shows very good attainment in line with review findings. CBSE assessments show outstanding for high school, which does not match review findings.
- In lessons and recent work, KG children's attainment is good and students' attainment in other phases is very good. KG children gain good number skills, but a minority do not fully understand the concepts of shape, space and measure. In other phases, students become adept at developing their extended reasoning in a wide range of problem-solving activities. They acquire good skills in working with shape, space and measure, and written and mental calculations.
- Overall, groups of students make very good progress. However, progress of more able and G&T students is insufficient.

#### Areas for improvement

- Children's understanding of shape, space and measurement in KG.

Science	Phase	KG	Primary	Middle	High
	Attainment	Good	Very Good	Very Good	Very Good
	Progress	Good	Very Good	Very Good	Very Good

- Students' achievement in science is very good overall. It is good in KG.
- Internal results show outstanding attainment in KG, which does not match review findings. External results for primary and middle show very good attainment in line with review findings. CBSE results show outstanding for high school which does not match review findings.
- In lessons and recent work, KG children develop scientific thinking and formulate ideas about the real world, however their practical scientific skills are underdeveloped. In primary phase, students build on prior learning, planning and carrying out investigations and linking learning to real life. Their ability to record experiments using scientific language is less developed. In middle and high phase, students further develop and expand their knowledge. They analyse and interpret data and draw conclusions in more depth, linking their ideas across scientific disciplines.
- All groups of students make better than expected progress,

#### Areas for improvement

- Children's practical scientific ability in KG.
- Students' ability to write up experiments using scientific language.

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 that attainment is good, in line with review findings. Students' performance in CBSE 10 grade examination is outstanding in languages, which does not match review findings. Students' attainment in CBSE 12 grade examination it is outstanding in humanities and commerce.
- In lessons and recent work, students' attainment is good. Children in KG make colourful design patterns in art. In languages, students are confident in using simple words and statements, but their use of accurate grammar in writing is less developed. In middle school, students perform movements accurately in physical education (PE). Students' conceptual knowledge in marketing, business studies, and political science is well developed in high phase. They can describe banking transactions, and analyse the impact of USA military establishments on the world.
- Most groups of students make similar progress.

#### Areas for improvement

- In languages, students' application of grammar in their writing.

Learning skills	KG	Primary	Middle	High
	Good	Good	Good	Good

- Students' learning skills are good overall. They are very good in English, mathematics and science in primary, middle and high phase.
- The majority of students demonstrate positive attitudes to learning. Children and students can often work without adult direction.
- Overall, students are engaged in their learning. The majority of students engage well in group activities displaying good communication skills.
- In most subjects, the majority of students make effective connections between areas of learning and relate these to their understanding of the world. Critical thinking and problem-solving are developing well but innovation skills and the use of ICT are underdeveloped.

#### Areas for improvement

- Students' innovation skills.
- Students' use of ICT to develop their research and independent learning.

<b>Performance Standard 2: Students' personal and social development, and their innovation skills</b>				
<b>Indicator</b>	<b>KG</b>	<b>Primary</b>	<b>Middle</b>	<b>High</b>
<b>Personal development</b>	Very Good	Very Good	Very Good	Very Good
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Very Good	Very Good	Very Good	Very Good
<b>Social responsibility and innovation skills</b>	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"> <li>• Students' personal and social development are very good, as is their social responsibility. Their innovation skills are less well developed.</li> <li>• Students display positive and responsible attitudes to learning. They understand the code of conduct resulting in good behaviour. Relationships are respectful and sensitive.</li> <li>• Students develop very good knowledge and understanding of healthy lifestyles and staying safe. They actively engage in physical exercise and sports. Attendance is very good at 96.4% and students are punctual.</li> <li>• Students demonstrate a good understanding of Islamic values and their influence in UAE life as seen during assemblies and Islamic celebrations.</li> <li>• Students acquire very good knowledge and understanding of the UAE's heritage, culture and history and participate in special events such as Martyrs' Day. They develop very good knowledge about their own identity and culture, and those of the wider world.</li> <li>• Students' social responsibility skills are very good. They contribute as volunteers, helpers and monitors in classes, events and functions. The 'Eco Club' members clean beaches, plant trees, and save electricity and water. Students designed vertical gardens and analysed growth conditions, and made presentations on climate change and air pollution.</li> <li>• Students generally have a very good work ethic. Older students are keen to innovate and to share their achievements in projects. These innovation skills are less well developed in other phases.</li> </ul> <p><b>Areas for improvement</b></p> <ul style="list-style-type: none"> <li>• Students' consistent development of innovation skills in all phases.</li> </ul>				



### Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and learning is good.
- Teachers have secure subject knowledge, and know how children and students learn best, but this is less evident in Islamic education and ASL in high phase. Teachers are restricted in using active learning approaches fully due to small classrooms, particularly in KG. Lesson planning is effective overall, however, activities are not always challenging for more able and G&T students.
- Teachers in less effective lessons overly direct learning and do not always apply student-centred approaches. Most teachers interact well with students. Relationships are effective and support students' effective communication skills. Interactive questioning and dialogue increase the pace of learning in very good lessons, but this is not consistent in all lessons.
- Teachers use strategies well to meet the needs of most groups of students. Successful learning happens when students relate their learning to the outside world. Very good teaching particularly in English, mathematics and science encourages students to reflect before answering and enables them to provide justifications to support their responses. Enquiry, exploration and innovation are less well developed, as is the use of ICT to fully support research and independent learning skills.
- Internal assessment systems are used well by teachers to monitor individual progress against curriculum standards. Information is used well to inform teaching and curriculum adaptation, although this is less effective for G&T and more-able students.
- The school is effective in benchmarking students' attainment against national and international expectations. Work done by teachers in this area is at the heart of the improvements made to standards in subjects.
- Teachers have a good understanding of the strengths and weaknesses in students' academic performance. They provide effective verbal feedback about the quality of work in practical activities and students respond positively to this. Teachers rarely provide clear written feedback to help students improve.

#### Innovation in education

- In all phases, most teachers adopt an imaginative and creative approach towards enriching learning. They place strong emphasis on providing activities that are student-led where possible particularly in middle and high phases. By high phase students are often in the role of 'co-teachers' explaining to their classmates how they have carried out activities and solved problems.

#### Areas for improvement

- Consistent use of challenging questioning, particularly for more able and G&T students.
- Written feedback to help students improve.



Performance Standard 4: Curriculum				
Indicator	KG	Primary	Middle	High
<b>Curriculum design and implementation</b>	Good	Good	Good	Good
<b>Curriculum adaptation</b>	Good	Good	Good	Good
<ul style="list-style-type: none"><li>• The overall quality of the curriculum is good.</li><li>• Schemes of work are well prepared with specific objectives and clear learning outcomes. Vertical and horizontal progression ensures students gain in all subjects systematically. The curriculum is compliant, broad and balanced.</li><li>• The KG core curriculum is enriched with a variety of activities and additional subjects of art, music and physical education. The primary phase focuses on a development-based curriculum for students to learn important concepts. Second language, club activities and the streams of science, commerce and humanities are choices for students in high phase.</li><li>• Learning is enhanced and reinforced through cross-curricular themes and projects. Teachers' inputs and the school's performance in international benchmarking tests guide review and modification of the curriculum.</li><li>• Differentiated worksheets, 'flipped classrooms', integrated projects, and individual education plans ensure that most of students' needs are met including SEN students, although there is lack of challenge for G&amp;T students.</li><li>• A range of activities such as class assemblies, competitions, charity drives and the innovation studio provide students with opportunities for enterprise and innovation, although these are less well integrated in lessons.</li><li>• Learning experiences, including bilingual assemblies and student-led Arabic classes for parents, result in a secure understanding of UAE culture and heritage. Inclusion of aspects of UAE culture into the KG literacy curriculum through puppet shows and moral stories demonstrates how the school supports young children's developing knowledge of the UAE culture.</li></ul> <p><b>Moral education</b></p> <ul style="list-style-type: none"><li>• Moral Education is taught as a standalone subject across all grades by class teachers and is compliant with MOE requirements. Students have opportunities to present their views about different topics freely, linking their views to real-life situations and UAE society. In middle phase, students discuss benevolence, sympathy and generosity, and the role of UNICEF in supporting those in need. Moral education lessons impact positively on students' behaviour resulting in courteous behaviour to the support staff and helping parents at home.</li></ul> <p><b>Areas for improvement</b></p> <ul style="list-style-type: none"><li>• Development of students' innovation skills in lessons.</li><li>• Challenge for G&amp;T students.</li></ul>				

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

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

- The quality of protection, care, guidance and support of students is very good.
- Leaders implement rigorous safeguarding policies and child protection procedures that students, staff and parents understand through effective training. Safeguarding, including cyber bullying, is monitored by a committee to ensure effective protection of students.
- The school keeps accurate and detailed records with buildings being well-maintained. Risk assessments are thorough and reviewed appropriately. The school operates an identity card system and students are highly supervised. School transport is effective to ensure safety at arrival and dispersal.
- The premises meet students' needs including elevators, ramps and chairlifts. Learning areas are well equipped although classrooms are often overcrowded which impacts negatively on learning, particularly in KG. Healthy lifestyles are promoted well. The nurses provide regular health screening and awareness of healthy choices.
- Staff have very positive relationships with students and manage their behaviour effectively. The school sets high expectations and is successful in promoting and managing attendance and punctuality.
- There are rigorous systems to identify SEN and G&T students through formal and informal assessments. Strategies to support all students to optimise personal and academic progress, particularly the G&T and more-able students, are not yet fully implemented.
- Students' well-being and personal development are efficiently monitored, and the school counsellor offers effective personalised advice and guidance about career choices and higher education pathways. The school organises an annual career fair where students are given information and advice to make informed choices about future careers. Upper grade students receive additional information from representatives from India and UAE on higher education options.

#### Inclusion

- The school admission policy is inclusive. The school has procedures to identify SEN and G&T students, with improvement plans to support them. The curriculum and teaching strategies meet the needs of SEN students, but G&T students are not routinely challenged in classes. Analysis of assessment data is used effectively to identify less and more able students.

#### Areas for improvement

- Support strategies to improve personal and academic outcomes, particularly for G&T and more-able students.

### 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	Good

- The overall quality of leadership and management is good.
- The principal has established an aspirational vision, with the leadership team, which is shared by all.
- A comprehensive CPD programme is developing best practice in teaching that now needs to be consistently applied across the school. Morale is high. School leaders know what they need to do to improve and have good capacity to implement it.
- The school's approaches to self-evaluation are systematic and rigorous. The school development plan (SDP) drives improvement, although some aspects are not yet fully embedded or applied consistently. Monitoring teaching and learning by senior and middle leaders is effective.
- Partnership with parents is very strong. Parents regularly receive a very good range of information about their children's progress and they value the regular parent and teacher meetings. Very positive links with other schools and community organisations enrich learning.
- The board of governors has a comprehensive and accurate view of the school. The views of parents and other stakeholders are expressed, and listened to, through the Parent Advisory Committee and Local Advisory Board.
- The board is supportive while setting demanding targets for the school. However, issues which are affecting learning, such as limited ICT resources, have not been fully addressed.
- The school is managed efficiently on a day-to-day basis. Very small classes, with at times large numbers of children and students, restrict a greater range of active learning opportunities particularly in KG.

#### National agenda

- The school has a written National Agenda Plan which is incorporated in an SDP priority. Students have undertaken a range of external examinations including PISA, TIMSS, ASSET and CAT 4. The results are shared with parents and students and analysed by staff. Teachers have received CPD on teaching strategies to support students' attainment in international examinations and plan lessons incorporating typical questions students may face.

#### Areas for improvement

- Consistent impact of the school development plan.
- Improved information technology resources and consideration of restricted learning due to overcrowding in small classrooms, particularly in KG.





### 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:

[Schools.review@spea.shj.ae](mailto:Schools.review@spea.shj.ae)