



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

# School Performance Review (SPR)|Report

Rosary Private School L.L.C. -  
BR1  
26-29 February 2024

**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-point scale in the UAE School Inspection Framework. These judgements will help schools understand the impact of their provision on students' academic and personal outcomes.

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

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

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

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

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

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

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

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

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

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

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

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

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



## Judgements

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

<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 school self-evaluation form, school policies and the school improvement plan;
- meeting the Governors, Principal, senior leaders, middle leaders, subject coordinators, teachers, parents, and students;
- reviewing teachers' lesson plans, samples of students' coursework and related information;
- attending school activities such as assemblies, arrivals, departures, and break times; and
- analysing the outcomes of the surveys returned by parents.



## SCHOOL INFORMATION

School	
School ID	209
School location	Muwaileh , Sharjah
Establishment date	19 August 2000
Language of instruction	English
School curriculum	National Curriculum for England (NCfE)
Accreditation body	-
Examination Board	Cambridge Assessment International Education (CAIE); Edexcel (for 2025 exams)
National Agenda Benchmark Tests/ International assessment	PISA, TIMSS, PIRLS, CAT4, PT, TALA, Mubakkir, IGCSE, AS, A Level
Fee range	11,061-19,977 AED
Staff	
Principal	Sister (Stephanie) Wisal Halaseh
Chair of Board of Governors	Ayesha Abdulwahid Al Zarouni
Total number of teachers	130
Total number of teaching assistants	17
Turnover rate	4%
Main nationality of teachers	Indian
Teacher: student ratio	1:14
Students	
Total number of students	1,932
Total number of students per phase	Phase 1: 223 Phase 2: 1,235 Phase 3: 430 Phase 4: 44
Number of Emirati students	97
Number of Emirati students per phase	Phase 1: 10 Phase 2: 58 Phase 3: 29 Phase 4: 0
Phase 1: number and gender	Boys: 93 Girls: 130
Phase 2: number and gender	Boys: 415 Girls: 820
Phase 3: number and gender	Boys: 0 Girls: 430
Phase 4: number and gender	Boys: 0 Girls: 44
Nationality group	1. Egyptian 2. Syrian
Total number of students with special educational needs	14



## PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
<b>ACCEPTABLE</b>	<b>GOOD</b>

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 179 lesson observations, 46 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 an improvement since the previous review visit's overall judgement of acceptable. Senior leaders and governors have ensured that the implementation of school improvement planning has impacted very positively on students' outcomes, especially in Phase 3 of the school across almost all subjects, and in Phase 4 in mathematics. This is mirrored in the improvements in learning skills in Phases 2 to 4. Teaching for effective learning has also improved in the higher years of Phase 2 and all of Phase 3. Achievement judgements are lower than last year only in a minority of phases in some subjects, especially in Phase 1, which represents only 22% of the total student population. School leaders and governors have responded promptly and effectively to the recommendations arising from the previous review visit.

#### KEY AREAS OF STRENGTH:

- Students' achievement in Phase 3.
- Student-led initiatives.
- Students' respect of UAE culture and the understanding and application of Islamic values.
- Subjects' enhancement activities across the school.
- Children's safeguarding and well-being across the school.
- The vision and direction of the principal, partnership with parents and governance of the school.

#### KEY AREAS FOR IMPROVEMENT:

- Children and students' achievement in Phases 1 and 2.
- Teachers' understanding of best practice in the implementation of the UK EYFS curriculum in Phase 1.
- The effectiveness of teaching strategies in Phase 1 and lower Phase 2.
- The effective use of assessment data in teaching.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is good overall.**

Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as a First Language)	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
Arabic (as an additional Language)	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Acceptable	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Mathematics	Attainment	Acceptable	Acceptable	Good	Very Good
	Progress	Acceptable	Acceptable	Good	Very Good
Science	Attainment	Acceptable	Acceptable	Good	Acceptable





	<b>Progress</b>	Acceptable	Acceptable	Good	Acceptable
<b>Other subjects (Art, Music, PE)</b>	<b>Attainment</b>	Acceptable	Acceptable	Good	Good
	<b>Progress</b>	Acceptable	Acceptable	Good	Good
<b>Learning Skills</b>		Acceptable	Good	Good	Good



<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic education is good overall. The school's internal data shows that students make outstanding progress across all phases. This does not match their performance in lessons and in students' work, where most students in all phases make good progress.</li><li>• The school's internal assessment data shows that attainment is outstanding in all phases. This does not match their performance in lessons and in students' work, which indicates that a majority of students' attainment across all phases is above expected curriculum standards. There are no international benchmarking examinations for Islamic education.</li><li>• Most students make good progress across all phases. In Phase 1, children can memorise and recite short Surahs of the Holy Qur'an and Noble Hadeeth in relation to Duaa for bedtime and when waking up. In Phase 2, students can explain the importance of fasting in the holy month of Ramadan and in Phase 3, most students can discuss ideas derived from Surah of the Holy Qur'an. In Phase 4, most students can extend discussion and debate about the concept of Shura in Islam and can communicate and interpret the Noble Hadeeth, although their deeper understanding of the Holy Qur'an verses and Prophet's Noble Hadeeth to elicit Sharia rules is less well developed, as is the knowledge and recitation of specific Surahs in accordance with Tajweed rules in Phase 2.</li><li>• The majority of students make better than expected progress. All groups of students make similar rates of progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Children's ability to memorise short Surah of the Holy Qur'an and Noble Hadeeth of the Prophet Muhammad (PBUH) in Phase 1.</li><li>• Students' application of the instructions and teachings of Islam during their daily lives across all phases.</li></ul>	<ul style="list-style-type: none"><li>• Students' deeper understanding of the Holy Qur'an verses and the Prophet's Hadeeth to elicit Sharia rules in Phase 4.</li><li>• Students' knowledge of Tajweed rules and recitation of specific Surahs in Phase 2.</li></ul>



<b>Arabic</b>	<ul style="list-style-type: none"><li>Students' achievement in both Arabic as a First Language (AFL) and Arabic as a Second Language (ASL) is good, overall. The school's internal data shows that students make very good progress in Phases 1 and 3, and outstanding progress in Phases 2 and 4. This does not match students' performance in lessons and in students' work, where most students make acceptable progress in Phase 1 and good progress in Phases 2, 3 and 4. The school's internal data also shows that ASL students' achievement is very good in Phases 2 and 3, which is not in line with their performance in lessons and in their work.</li><li>The school's internal assessment data shows that attainment is very good in Phase 1, good in Phase 3, and outstanding in Phases 2 and 4. This does not match students' performance in lessons and in students' work, where a majority of students' attainment is good in Phases 2, 3 and 4, and only acceptable in Phase 1. Mubakkir and TALA external examinations, and IBT results for ASL indicate that students' attainment is good.</li><li>Students of AFL make acceptable progress in Phase 1 and good progress, particularly in listening and reading skills in Phases 2, 3 and 4. In Phase 1, most children can identify and read the sight words and form simple sentences. In Phase 2, students can identify the shape and positions of the letters, and read them with short and long vowels, as well as differentiating between Taa Maftuha and Taa Marbutah. In Phase 3, students are able to elicit story elements, describe characters, and order story events, while in Phases 3 and 4, students can analyse literary texts in depth to extract the main and the subordinate ideas, finding synonyms, antonyms, similes and metaphors and can debate women's rights. AFL students' reading and writing skills and their ability to ask questions during lessons are less developed, especially in Phase 2, while ASL students have less developed skills in intonation and the use of diacritics in Phase 2.</li><li>Most groups of students make better than expected progress in Phases 2, 3 and 4. Attaining higher students, including a few SEN students do not always make as much progress as they could, particularly in Phase 1.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' listening and speaking skills using standard Arabi across all phases.</li><li>Students' ability to engage in discussions on women's rights using correct language structures in Phases 3 and 4.</li><li>Students' ability to read and analyse texts in Phases 3 and 4.</li></ul>	<ul style="list-style-type: none"><li>Students' age-related writing skills, especially in Phase 1.</li><li>AFL students' literacy skills and ability to ask questions, especially in Phase 2.</li><li>ASL students' skills in intonation and the use of diacritics in Phase 2.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>Students' achievement in social studies is good overall. The school's internal data shows that students make outstanding progress in Phases 2 and 3. This does not match their performance in lessons and in students' work, where most students' progress is good.</li><li>The school's internal assessment data shows that attainment is outstanding in Phases 2 and 3. This does not match their performance in lessons and in students' work, which shows that a majority of students attain above curriculum standards. There are no external examinations for social studies.</li><li>A majority of students make progress in Phases 2 and 3 that is above the expected standards. In Phase 2, students can identify and name the seven Emirates of the UAE on a map, identifying and comparing the location of the UAE with other countries. In Phase 3, students develop an in-depth knowledge and understanding of the difference between local and international companies, as well as the difference between the procedures involved in production and consumption, as well as showing secure knowledge and understanding of their duties and responsibilities towards their parents, families, and society. Students in both phases understand the meaning of sustainability and the importance of energy resources. Their knowledge of international affairs, and the search for creative solutions to global issues such as pollution and overpopulation are less developed.</li><li>Most groups of students make above expected progress. Higher attaining students and SEN students do not always make as much progress as they could.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' ability to allocate the seven Emirates on the map in Phase 2.</li><li>Students' understanding and of familial and societal responsibilities in Phase 3.</li><li>Students' understanding of the importance of energy resources in the UAE in Phases 2 and 3.</li></ul>	<ul style="list-style-type: none"><li>Students' knowledge of international affairs and the search for solutions to common global issues in Phases 2 and 3.</li></ul>



English	<ul style="list-style-type: none"><li>• Students' achievement in English is good overall, although in Phase 4, student numbers are too low to make a reliable judgement. The school's internal data shows that students make variable rates of progress across phases, good in Phases 1 and 3, very good in Phase 2 and outstanding in Phase 4. This does not match students' performance in their lessons and work, where the majority of students make good progress across all phases.</li><li>• The school's internal data shows that attainment is good in Phases 2 and 3, and outstanding in Phase 4. This does not match their performance in lessons and in written work, which shows that a majority of students in Phases 1, 2, and 3 make good progress. Attainment is acceptable in Phase 1 and good in Phases 2 and 3. Numbers are too low in Phase 4. Overall external benchmarking test results are good with outstanding results in Cambridge Assessment - International Education. PIRLS reading scores are significantly higher than the UAE average, while in CAT4 and PTE the school's performance is only acceptable.</li><li>• In Phases 2 and 3, the majority of students develop listening, speaking, reading and writing skills well. In Phase 1 children progress well in learning new language items, using them appropriately in context, but they cannot always retell storylines fluently. In Phase 2 students discuss story plot and character in detail and can predict the climax or re-imagine the ending of the story, but their creative extended writing skills are less well developed. In Phase 3, they can write gripping narratives based on context, and can debate the impact of technology on the mental health of teenagers.</li><li>• Overall, all groups of students make better than expected progress. High and low attaining students do not consistently advance as far as they could.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' progress in all skill areas during lessons across Phases 1, 2 and 3</li><li>• Students' prediction skills in Phase 2 and debating skills in Phase 3.</li></ul>	<ul style="list-style-type: none"><li>• Children's oral fluency in Phase 1.</li><li>• Students extended and creative writing skills in Phase 2.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>Students' achievement in mathematics is good overall, with very good achievement in Phase 4, with only acceptable achievement in Phases 1 and 2. A majority of students make good progress overall, although most children and students in Phases 1 and 2 make acceptable progress. This does not fully align with the school's internal data which shows that children make very good progress in Phase 1, outstanding progress in Phase 2 and acceptable progress in Phases 3 and 4.</li><li>Attainment is good overall. Students attain above curriculum expectations in Phases 3 and 4. This does not match internal assessments, which indicate that attainment is very good in Phase 1, outstanding in Phase 2 and acceptable in Phases 3 and 4. External benchmarking test results do not reflect these findings, as for the past three years students in Phases 2 and 3 have achieved in line with national and international standards, while Phase 4 students have scored below expected standards.</li><li>Overall, a majority of students make good progress with most making acceptable progress in Phases 1 and 2, good progress in Phase 3 and very good progress in Phase 4. In Phase 1, children count consistently using manipulatives such as seeds, and they are beginning to explore addition, although they do not clearly understand the composition of numbers or their relationship to each other. In Phase 2 students can compare and order different angles and can calculate the perimeter and area of triangles and rectangles, while in Phase 3 they use the formula to find the area of a trapezium but are not confident to apply the formula in word problems independently. In Phase 4 students can use differential equations to formulate a simple statement about the rate of change, although they are not confident to apply it to industry.</li><li>Higher attaining students do not always make the progress of which they are capable.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' knowledge of units of measurements and angles in Phase 2.</li><li>Students' use of formulae to find the area and circumference of irregular and composite shapes in Phase 3.</li></ul>	<ul style="list-style-type: none"><li>Children's knowledge of numbers, their composition, and relationships in Phase 1.</li><li>Students' independent use of formulae in word problems in Phase 3.</li></ul>



<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is acceptable overall. The school's internal assessment information indicates that progress is very good in Phases 1 and 3, outstanding in Phase 2 and good in Phase 3. This does not match with performance in lessons and in students' work where the majority of students in Phase 3 achieve above curriculum standards and most students in Phases 1, 2 and 4 make progress that is in line with curriculum expectations.</li><li>• The school's internal data shows that attainment is good in Phases 1, 3 and 4 and very good in Phase 2. This does not fully match with performance in lessons and in students' work. Only in Phase 3 do a majority of students attain levels that are above curriculum standards, while in Phases 1, 2 and 4, most attain levels in line with standards. In the external IGCSE, AS and A level examinations, students' performance is acceptable in physics, chemistry, and biology.</li><li>• In Phase 2 most students demonstrate knowledge and understanding of the materials they use in everyday life and natural science concepts. In Phase 3 a majority of students understand the transfer of thermal energy and can investigate the PH of soil, and in Phase 4 they gain understanding of particle physics. Students' understanding of physical science concepts is insecure, and their ability to make accurate predictions during practical experimentation, draw meaningful inferences, and establish connections remains underdeveloped.</li><li>• Low attaining students and those with special educational needs (SEN), as well as Emiratis and non-Arabs all make similar progress as other students. Boys and girls also make similar progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' knowledge of natural science concepts in Phase 2.</li><li>• Students' investigative skills in Phase 3.</li><li>• Students' ability to define scientific terms such as thermal energy, PH values and ecosystems in Phase 3.</li></ul>	<ul style="list-style-type: none"><li>• Students' age-appropriate secure understanding of physical science concepts in Phases 1, 2 and 4.</li><li>• Students' ability to make accurate predictions, draw meaningful inferences and establish connections in Phase 4.</li></ul>



<b>Other subjects</b>	<ul style="list-style-type: none"> <li>Students' achievement in other subjects is acceptable overall, although it is good in Phases 3 and 4. In lessons and in students' work, students' attainment in music and art is good in Phases 2 and 3 and in Year 10 students' progress and attainment in newly introduced IGCSE subjects is good.</li> <li>There is insufficient internal or external benchmarking data to judge students' achievement. The school is offering new IGCSE subjects in psychology, history, and geography for the first time this year. More established IGCSE courses, such as business and English, have too few students to establish a firm judgement.</li> <li>In Phase 3 history and geography, students' attainment and progress are good as evidenced by their extensive writing, which is well-organised, expressed in academic language and generally grammatically accurate. In Phase 4 students have very effective speaking skills and practise debate and political protocol in lessons based on a model United Nations. In Phases 1 and 2, apart from art and music, students' performance is only in line with expectations. For example, students' physical coordination is less developed in physical education (PE).</li> <li>In a few lessons students with SEN make less progress than other students. In most lessons, all students make the same level of progress, particularly in art and music, where students without natural talent make the same progress as those who are gifted and talented (G&amp;T).</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' achievements in newly introduced subjects in Phase 3.</li> <li>The standards of musical performance in Phases 2 and 3.</li> </ul>	<ul style="list-style-type: none"> <li>The consistency of attainment across all subjects in Phases 1 and 2.</li> </ul>
<b>Learning Skills</b>	<ul style="list-style-type: none"> <li>Learning skills across the school are good, overall, and only acceptable in Phase 1. Students across all phases actively participate with positive attitudes in almost every lesson.</li> <li>Students work well in pairs and collaborate effectively. They can discuss, use technology for research and present their ideas confidently. The majority of students participate eagerly in group discussions.</li> <li>In the best lessons, in science and mathematics in Phase 3, students relate their learning to real life within a UAE context, and use cross-curricular links effectively, working on interdisciplinary projects.</li> <li>Students demonstrate effective use of learning technologies in most lessons, particularly in mathematics and science. Age-appropriate skills of critical thinking and innovation are underdeveloped in a majority of classroom situations in Phases 1 and 2.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>





	<ul style="list-style-type: none"><li>• Students' active engagement in all classroom activities across all phases.</li><li>• Students' effective use of learning technologies across all phases.</li></ul>	<ul style="list-style-type: none"><li>• Children's and students' innovation and critical thinking, particularly in Phases 1 and 2.</li></ul>
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## PERFORMANCE STANDARD 2: STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Personal development</b>	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"> <li>Overall students' personal and social development are very good. Students in all phases have a very positive attitude towards their learning.</li> <li>Relationships between students and with staff are respectful and considerate. Students' behaviour is very good and contributes to a harmonious and caring community. Students work together to resolve any differences. Bullying is very rare. Students learn to empathise with others. The school awards certificates for good behaviour and attitudes to learning, which effectively motivate all students.</li> <li>Students have a secure understanding of healthy living and participate in a broad range of activities that promote healthy lifestyles. Older students adopt strategies to manage their mental health and younger students understand the benefits of eating fruits and vegetables.</li> <li>Students' attendance at 95% is good and students are almost always punctual.</li> </ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"> <li>Students' understanding of Islamic values and awareness of Emirati and world cultures are very good overall. Students learn about a different specific value each week through assemblies and in lessons across the curriculum.</li> <li>Students are very knowledgeable about the heritage and culture of the UAE. In Phase 1 children learn about the history of pearl diving and in Phase 3 they evaluate the impact of the general peace treaty of 1820. Students also engage in range of UAE-related cultural events.</li> <li>Students demonstrate a clear understanding of their own cultures and learn about those of their peers although this could be further enhanced across the curriculum. On the most recent Cultural Day, which was a student-led initiative, about 3,000 parents joined students to celebrate world diversity through dance, music, and a shared feast. This was an entrepreneurial endeavour, and students donated the profits to charity.</li> </ul>				



<b>Social responsibility and innovation skills</b>	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"><li>• Students' social responsibility and innovation skills are very good overall. Students willingly initiate and participate in activities that have a positive effect on the wider school community, such as happiness day. Student volunteers run the discipline committee to support behaviour management across the school. Outside school, students take part in volunteer projects to help families and neighbours.</li><li>• Students demonstrate innovation and creativity through student council-led initiatives and organise a range of events throughout the year. Phase 4 students recently initiated a mock United Nations event hosting delegates from 25 other schools. Students across Phases 2 to 4 are involved in creative and innovative projects through the school's subject enrichment programme on 'No Bag' Thursday every week, which includes programming Artificial Intelligence (AI) devices and using and understanding the value of Virtual Reality (VR) headsets.</li><li>• Students care for the school environment and seek ways to improve it, such as creating a vegetable garden and a recycling station. Children in Phase 1 create dolls' clothes from recyclable materials and plant seeds in their sensory garden.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Students' understanding of the heritage and culture of the UAE across all phases.</li><li>• Student initiated innovative and enterprise-based projects, particularly in Phases 3 and 4.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• The further development of students' understanding of world cultures through the curriculum.</li></ul>				



## PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Acceptable	Good	Good	Acceptable

- Teaching staff demonstrate up-to-date subject knowledge and skills. In the majority of lessons, teachers use group and pair activities to promote students' engagement successfully. Flexible grouping helps students achieve learning goals and occasionally groups change based on learning objectives and individual students' needs. In English, in Phase 3, students plan and conduct role plays to investigate characters in a story.
- Planning for learning is detailed with differentiated tasks linked to the scheme of work, although differentiated activities do not always have a sufficient level of challenge to suit the needs of different groups of students, particularly in Phases 1 and 2. Teachers plan hands-on activities well with adequate resources and implement them particularly effectively in science and mathematics in Phase 3, although planning to include real-life examples is inconsistent.
- Interactions are meaningful, engaging, and interesting in the higher phases, with open-ended questioning that promotes higher-order thinking. Most teachers demonstrate effective class management skills during student-led activity, with a few exceptions in Phase 1. They employ flipped lessons in Arabic and computing, and tiered tasks in English and mathematics, although these are inconsistently applied across the curriculum.
- Teachers integrate learning technology effectively into lessons to provide students with opportunities to actively engage, explore and become independent learners, although this is less developed across Phase 2. Teachers are developing strategies to facilitate students' critical thinking and innovation skills in lessons across the school, although this is not yet consistent across all phases and subjects.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable
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- Internal assessment processes are well-organised and in line with the school's curriculum and the school's data analysis team creates learning plans and strategies based on it. The school uses external benchmarking to compare its performance against international, national, and local averages and endeavours to validate its progress and identify areas for improvement by comparing internal and external assessment average scores.
- Teachers use formative and year-end assessment information in their lesson planning, gaining reasonable knowledge of individual students' needs. The impact on students' outcomes is quite limited because teachers do not sufficiently align differentiated activities and expected outcomes to assessment data analysis, and they do not often adequately challenge students of all abilities.
- Teachers use different informal methods to assess students' knowledge and skills acquisition, such as self- and peer-assessment, and Nearpod quizzes and observation. They mark

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students' work, and a majority of teachers annotate it with developmental feedback, particularly in Phase 3.

**Areas of Strength:**

- Teachers' secure content knowledge.
- Teachers' planning and preparation for learning.
- The facilitation of students' independent learning through technology.
- Internal assessment processes that are linked to curriculum standards.

**Areas for Improvement:**

- Teachers' use of real-life problems and open-ended questions, particularly in lower years.
- Teachers' use of assessment information to identify areas of improvement for individual students, groups of students and the entire class.
- Teachers' use of assessment data to analyse, adapt and refine teaching approaches and methods.



## PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Curriculum design and implementation</b>	Acceptable	Good	Good	Good

- The curriculum has a clear rationale, is broad, balanced and complies with the statutory requirements of the NCfE, as well as those of the UAE Ministry of Education. The school plans the curriculum well so that learning builds on students' previous achievements in all key subjects, with sequential progression in themes across all phases. The school applies the UK early years foundation stage (EYFS) curriculum in Phase 1. Teachers do not fully understand best practice in its implementation.
- Students in Phases 3 and 4 can choose from an increasing range of curricular options to meet their interests and aspirations. Close consultations with parents and students have led to several new IGCSE subjects being introduced in the current year. Club activities and other extracurricular events provide a wide range of choice for students lower down the school.
- Departments plan clear cross-curricular links. Teachers across the school do not consistently deliver these. Assemblies for older students are planned on lines of TED talks and link curriculum learning to such topic as enterprise. Termly curriculum reviews usefully take into account students' performance data and the needs of the external benchmarking examinations and the external board examinations in Phase 4.

<b>Curriculum adaptation</b>	Acceptable	Good	Good	Good
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- Curriculum modifications generally meet the needs of most groups of students, although they do not consistently challenge higher attaining or the G&T students to reach their full potential, particularly in core subjects.
- The school provides a very wide range of extra-curricular activities and competitions to match the needs, interests, and potential careers of all students, including robotics, Arabic calligraphy, and cookery. Curriculum planning does not consistently ensure that students engage in activities that promote enterprise, entrepreneurship, and innovation within lessons across the school.
- The curriculum supports students' knowledge and understanding of Emirati culture and UAE society, which is well integrated into all aspects of students' life from school assemblies to lesson planning, to the celebration of national festivals. The school has adapted aspects of the UK curriculum in line with local cultural expectations, including the removal of unauthorised books from the school libraries.

**Areas of Strength:**



- The wide range of extracurricular activities that include practical learning and a basis for future career development, as well as promoting curiosity, interest and enjoyment.
- The widening of the IGCSE curriculum to meet the aspirations of students.
- The curriculum content embraces UAE culture and heritage.

**Areas for Improvement:**

- The implementation of the UK EYFS curriculum in Phase 1.
- The consistent implementation of cross-curricular links across all core subjects.
- The promotion of students' enterprise and innovation skills in lessons throughout the school.



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

**The protection, care, guidance and support of students are very good overall.**

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Health and safety, including arrangements for child protection /safeguarding</b>	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"><li>• The school's child protection and safeguarding arrangements are very clear, regularly reviewed and well understood by parents, staff and students. The school has very good arrangements to protect students from all forms of bullying, including cyber bullying, and a counsellor deals with students' concerns, sensitively and effectively so that students state that they feel very safe in the school. The school also has effective procedures in place to ensure students are safe with clear staff responsibility regarding health and safety.</li><li>• Buildings and equipment are very well maintained, and the school keeps comprehensive and secure records, including records of incidents and subsequent actions. The school's premises, equipment and resources are very well suited to the educational needs of most students, including support for students with SEN. Although the school does not have a lift to the upper floor, contingency planning ensures that the school would make suitable arrangements should a disabled student or member of staff join the school community.</li><li>• The school's canteen only offers healthy food and staff check what students eat during break times. The school meets all legal and regulatory requirements, including those related to the school's transport systems, emergency evacuation drills and the storage of medical records. Medical staff are very vigilant in their care of students, for example, measuring students' BMI index 3 times a year and setting up a support programme to reduce obesity.</li></ul>				
<b>Care and support</b>	Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"><li>• The care and support of students is very good overall. Relationships between staff and students are very positive. Procedures for behaviour management throughout the school are very effective. Parents receive comprehensive information about the school's expectations of behaviour and how staff deal with any misbehaviour.</li><li>• The school effectively promotes attendance and has successfully implemented strategies to address punctuality at the start of the school day.</li><li>• The school has recently developed effective systems to identify and externally assess students who have SEN. The school has a qualified SEN coordinator in place. Although the school does not yet systematically identify students who are G&amp;T, particularly at the start of their school life in Phase 1, the school recognises and fosters the development of a number of musically, technologically and academically gifted students throughout the school.</li></ul>				





- The school supports students with SEN well. Staff create individual education plans (IEP) for the identified students and provide additional support, with one-to-one specialist support in mainstream lessons, where appropriate, as well as by withdrawal to the inclusion room for extra support sessions. In only a very few non-core subjects do students with SEN receive insufficiently informed support to progress satisfactorily.
- The school monitors students' well-being and the personal development of all students efficiently and uses this information to provide tailored counselling or careers guidance to meet students' identified needs.

**Areas of Strength:**

- The school's child protection and safeguarding procedures.
- The health and safety arrangements.
- The effective support for identified students with SEN in most lessons.

**Areas for Improvement:**

- Early systematic identification and challenge for all G&T students.



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

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

**Indicators:**

**The effectiveness of leadership**

Good

- School leaders embody the school's values and have a clear vision for the school. They are committed to inclusion and the UAE national priorities, which they communicate to the whole school community. Middle leaders have clearly defined roles and lines of accountability within the management team, which includes leadership delegation of such tasks as the monitoring, development, and support of teachers. The majority of middle leaders have secure knowledge in their area of responsibility, although this is less well developed in a few departments.
- Significant improvements in the previous year demonstrate leaders' commitment to change, and a capacity to transform the school and improve students' outcomes.

**Self-evaluation and improvement planning**

Acceptable

- Effective inclusive processes are in place for school self-evaluation, and key stakeholders, such as governors, teachers, parents, and students, recognise their contributions to school improvements. The school's self-evaluation judgement for overall effectiveness matches the findings of this review, indicating that the school has improved its performance in several aspects of the UAE School Inspection Framework over the past year as a result of planned school improvement targets. The evaluation of teaching and learning by leaders and middle managers is robust and identifies areas for improvement, which are targeted through the continuous professional development programme. The positive impact of this on teachers' practice has not yet had time to become fully established across all phases and departments.

**Partnerships with parents and the community**

Very Good

- Parents are very active in working towards school improvement, particularly through the parents' council and the board of governors. They have been instrumental in suggesting curriculum options at IGCSE, and a few parents offer their professional expertise to the school by training staff and students, for example in mental health awareness. The principal operates an open-door policy and teachers use Class Dojo and School Voice to



<p>communicate with parents very regularly. Parents receive students' reports by email and have learnt how to interpret and appreciate CAT4 scores.</p> <ul style="list-style-type: none"><li>The school maintains strong links with the local community, through which students gain volunteering opportunities, and benefits from several universities in the UAE and overseas.</li></ul>	
<b>Governance</b>	Very Good
<ul style="list-style-type: none"><li>The governing body is primarily made up of parents who have professional expertise that is of use to the school, as well as academic staff and 2 student governors from the student council, who are very active and have a willingness to learn the formal processes of governance to enhance their careers. The governors are already succession planning to prepare students in Year 12 to take over roles in governance. Each governor has a particular academic portfolio and meets with the relevant head of department once a month to learn about students' outcomes and offer advice in raising standards. The board has a parent involvement strategy that is very successful and a student- and governor-led initiative to promote, arrange and implement International Day events.</li></ul>	
<b>Management, staffing, facilities and resources</b>	Good
<ul style="list-style-type: none"><li>The school runs very smoothly, and careful timetabling accommodates the teaching of ASL in ability groups rather than age-related years. Teachers are all either licenced by SPEA or their licences are currently in process, although only about half of teachers have a formal teaching qualification and few EYFS teachers are trained in early years education. The premises are spacious with a wide range of specialist rooms, such as 2 adequately stocked libraries, an Artificial Intelligence workshop and a SEN inclusion room. Learning resources are sufficient, with a very good range of technology including VR headsets.</li></ul>	
<b>Areas of Strength:</b>	
<ul style="list-style-type: none"><li>The school's capacity to improve is based on the track record of the principal since her appointment 2 years ago.</li><li>The successful active engagement of large numbers of parents in close partnership.</li><li>The composition, organisation, and contribution of the governing body to school improvement, particularly as regards students' outcomes.</li></ul>	
<b>Areas for Improvement:</b>	
<ul style="list-style-type: none"><li>The development of management capabilities and professional knowledge of all middle managers.</li><li>The development of all teachers' deeper understanding of the EYFS curriculum in Phase 1.</li></ul>	



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There are 32 teachers for Arabic with a teacher to student ratio of 1:60 across the school. There is a head of department for Arabic medium subjects and Islamic education also has a coordinator.
- The school has 2 libraries, 1 for Phases 1 and 2 and the other for Phases 3 and 4. The total number of Arabic books is 2,545 in Arabic, with 623 Arabic fiction books and 1,922 non-fiction books. Students can borrow books, and they have a timetable for regular visits to the library.
- There is a limited range of books in classrooms, particularly in Phases 1 and 2, and students read from workbooks and texts displayed on smartboards. Students also have access to e-books that the school uploads.
- Students participate in weekly clubs, such as Qur'an recitation and Arabic calligraphy, as well as in internal reading competitions such as the Arabic Reading Challenge. The school provides pull-out sessions for students who struggle with reading in Phase 2 and provides them with individual tuition. Every week, there are certain periods for improving reading and writing skills. The school encourages parents to support their children's reading and provides them with appropriate guidance.

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

- Students take part in different benchmarking tests: TIMSS, PIRLS, PISA, PBTS, CAT4, PT, IGCSE, AS and A level. In all examinations there is a 100% response rate except in PIRLS which has 93%. The school is registered for TALA and Mubakkir assessments.
- Students are made aware of these examinations and tests through orientation programmes and circulars. These questions are occasionally discussed in lessons in higher grades.
- The results are communicated to parents and students. Follow-up feedback is given to the students and parents for continuous improvement and learning after the examination result.
- The results are communicated with the students in the school, and feedback is also given to them on their areas of strengths and weaknesses. Students are trained in interpreting their CAT4 results and making personal self-improvement plans.

### Provision for KG

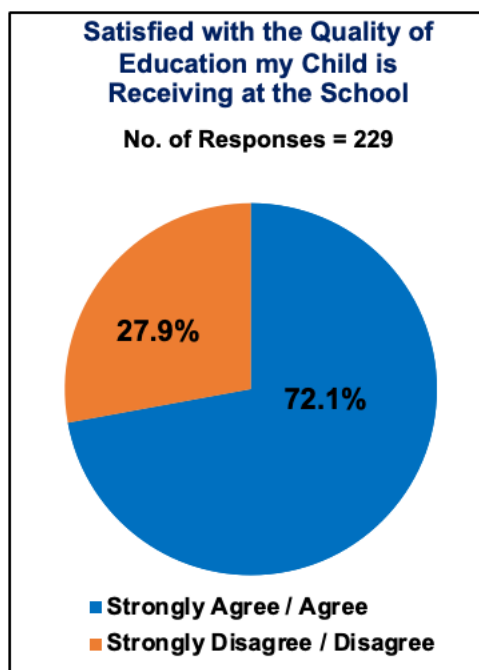
- There are 10 classes in Foundation Stage with 17 teachers and 9 classroom assistants and 223 children on roll. The overall ratio of teachers to children is 1:13. Each class is assigned a classroom teacher who teaches across the curriculum for English medium subjects. Core subjects are taught during specific periods.
- The indoor learning environment comprises 10 classrooms. These include learning centres resourced with some play equipment, such as blocks, manipulatives, and playdough. There are very few books. Displays support learning and celebrate children's individuality and recent work. There are also 2 indoor activity rooms. One includes some physical play equipment including a ball pool and slide. The other room includes Montessori activities, balancing equipment, and large construction blocks.



- The outdoor learning environment includes sand trays and physical play equipment such as balls bikes, cones and a basketball net. There is also a shared garden area and a shaded playground with a climbing frame.
- At the beginning of the year teachers assess children's level of development to inform planning. Grade 1 teachers visit children in lessons and teachers share attainment and progress information to support a smooth transition.



## VIEWS OF PARENTS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve teaching and the achievement of children and students in Phases 1 and 2 by:
  - raising teachers' expectations of how children and students learn best.
  - increasing the level of challenge within differentiated activities for all children and students.
  - using open-ended questioning to promote students' critical thinking.
  - extending opportunities for promoting children and students' independent learning skills, enterprise and innovation.
- Improve Phase 1 teachers' understanding of best practice in the implementation of the UK EYFS curriculum by:
  - providing further professional development.
  - sharing the best practice with other UK EYFS curriculum schools.
- Improve teaching and the targeted use of assessment data to challenge individual students appropriately by:
  - continuing to support teachers' understanding of data.
  - sharing good practice across the school.



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

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

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

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