



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Bhavans Pearl Wisdom School

19-22 January 2026

Overall Effectiveness

Good



إتقان ITQAN



TABLE OF CONTENTS

PURPOSE AND SCOPE	3
THE SCHOOL PERFORMANCE REVIEW PROCESS	4
SCHOOL INFORMATION.....	6
SUMMARY OF REVIEW FINDINGS.....	8
MAIN REVIEW REPORT.....	10
PERFORMANCE STANDARD 1:	10
STUDENTS' ACHIEVEMENT.....	10
PERFORMANCE STANDARD 2:	19
STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS	19
PERFORMANCE STANDARD 3:	21
TEACHING AND ASSESSMENT	21
PERFORMANCE STANDARD 4:	23
CURRICULUM.....	23
PERFORMANCE STANDARD 5:	25
THE PROTECTION, CARE, GUIDANCE AND SUPPORT OF STUDENTS	25
PERFORMANCE STANDARD 6:	27
LEADERSHIP AND MANAGEMENT	27
SPEA ADDITIONAL FOCUS AREAS	29
VIEWS OF STAKEHOLDERS.....	30
STRATEGIC RECOMMENDATIONS & NEXT STEPS	31



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.

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

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

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



SCHOOL INFORMATION

School 	School ID	440
	School location	Al Azra, Sharjah
	Establishment date	11 September 2023
	Language of instruction	English
	School curriculum	Central Board of Secondary Education (CBSE)
	Accreditation body	CBSE
	Examination Board	CBSE
	External assessments International and Curriculum Benchmark Assessments	ASSET, CAT4, PISA
Staff 	Fee range	AED 10,000 – AED 18,500
	Principal	Ms Indu Panicker
	Chair of Board of Governors	Chairman, Mr NK Ramachandran Menon
	Total number of teachers	68
	Total number of teaching assistants	12
Students 	Turnover rate	4%
	Teacher: student ratio	1:10
	Total number of students	659
	Total number of students per cycle/phase	KG: 194 Cycle/Phase 1: 307 Cycle/Phase 2: 119 Cycle/Phase 3: 39
	Pre-KG : number and gender	Boys: N/A Girls: N/A
	KG: number and gender	Boys: 103 Girls: 91
	Primary: number and gender	Boys: 184 Girls: 123
	Middle: number and gender	Boys: 67 Girls: 52
	High: number and gender	Boys: 27 Girls: 12
	Total number of Emirati students	0
	Pre-KG : Emirati number and gender	Boys: 0 Girls: 0
	KG: Emirati number and gender	Boys: 0 Girls: 0
	Primary: Emirati number and gender	Boys: 0 Girls: 0
	Middle: Emirati number and gender	Boys: 0 Girls: 0
	High: Emirati number and gender	Boys: 0 Girls: 0
	Nationality groups	1. Indian
	Total number of students with Special Education Needs (SEN)	17



PROGRESS JOURNEY

Previous Review:	Current Review:
N/A	GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 125 lesson observations, of which 27 were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is the first review of the school. The school's leaders have embedded their vision of an inclusive school providing effective teaching and learning. The school is under the aegis of Bhavans Middle East group. Continuous professional development for middle leaders and teachers results in good achievement across a large majority of subjects and grades. In Arabic, second language achievement is acceptable in phases 1 and 4. Teaching effectively is good and assessment is acceptable. Students' personal development and understanding of Islamic values are very good in phases 1 and 4 and good in phases 2 and 3. Curriculum design and implementation is good, and curriculum adaptation is very good in kindergarten and acceptable across all other phases. Arrangements for health and safety are very good and care and support is good. Leadership and management are good overall. Leaders share a vision of inclusion and support students with special educational needs (SEN).

KEY AREAS OF STRENGTH:

- Students' secure attainment and progress across phases, particularly in mathematics, science, and social studies.
- Students' responsible attitudes, positive behaviour and respectful interactions, particularly in the KG and high school.
- The high-quality curriculum design and implementation in the KG.
- The rigorous health and safety procedures, including the arrangements for child protection and safeguarding.
- The school's vision and strategic direction led by governors and senior leaders, with a very strong partnership with parents.

KEY AREAS FOR IMPROVEMENT:

- Develop the quality of teaching and learning across subjects and phases, to the best practices, so that all students achieve well in all subject areas.
- Ensure the consistent and effective use of assessment data across phases to inform planning, identify underachievement early, and support targeted intervention and challenge.
- Adapt the curriculum to meet the needs of students of determination and gifted and talented students, ensuring planned differentiation and appropriate challenge across subjects.



- Strengthen the capacity of middle leaders to monitor teaching, learning and assessment, securing greater consistency in classroom practice and sustained improvement.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

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



Islamic Education	- Students' achievement in Islamic Education is good overall. In lessons and their work, the majority of students make good progress. This does not match with school's internal data which shows that the most students in High school make acceptable progress while students in Primary, Middle make outstanding progress. - The school internal assessment data indicate outstanding attainment in Primary, Middle and High. This is not seen in lessons and in students' work where, overall, the majority of students attain above curriculum standards. There is no external examination for Islamic Education. - The majority of students in Primary, Middle and High make good progress. Students in all phases demonstrate solid knowledge of Islamic etiquette, rulings and Seerah. In Primary, students can explain the rulings of Friday prayer and the before and after ethics of the prayer. They are confident when describing how it is performed. Their ability to infer the wisdom behind prescription is less well developed. In Middle, students can explain the concept of taking care of orphans in Islam. They can read the relevant Noble Hadeeth by heart. Their ability to identify the institutions that take care of orphans in the UAE is less well developed. In High school, students understand the Etiquette of visiting the sick. They can explain the sharia The six rights of a Muslim over another Muslim often referred to as the rights of brotherhood. Their ability to link this knowledge to their personal life situations is less well developed. - All groups of students make similar progress.	
	Areas of Strength	Areas for Improvement
	- Students' knowledge of Islamic rulings and etiquette across all phases. - Students' understanding of the relevant Noble Hadeeth in all phases particularly Phase 3. - Students' understanding of sharia ruling in different social situations in Phase 4.	- Students' understanding of the wisdom behind prescriptions of rulings across all phases particularly Phase 2. - Students' ability to connect Islamic teachings to contemporary life in all phases particularly in Phase 4. - Students' knowledge of UAE government's efforts in taking care of orphans in Phase 3.



Arabic Language	- Students' achievement in Arabic as second language is Acceptable overall. The school's internal assessment data indicate that students in primary and High make very good progress. Students in High make acceptable progress. This does not match with what is seen in lessons and in students' work where the majority of students in Primary and Middle make good progress. Students in High make expected progress. - The school's internal assessment data shows that attainment is outstanding across the school. This is not seen in lessons and in students' work where, overall, the majority of students in Primary and Middle attain above curriculum standards. In High, most students attain in line with curriculum standards. There is no external examination for Arabic as second language. - The majority of students in Primary and Middle make good progress. Students in High make expected progress. All students demonstrate speaking and reading comprehension skills against curriculum expectations related to number of learning tears. In Primary, students can communicate in short sentences about prescribed topics using memorised words. Their listening comprehension skills are less well developed. In Middle, students can read with correct grammar. They can identify new vocabulary in short texts. Their ability to use new words in forming sentences is less well developed. Students in High demonstrate secure speaking, listening and reading skills. They can answer direct questions and respond to requests for information. Their ability to write short paragraphs is less well developed. - Overall, the majority of groups make better than expected progress. Higher attaining students do not make the expected progress they are capable off.	
	Areas of Strength	Areas for Improvement
	- Students' writing skills in Phase 3. - Students' speaking and conversational skills in all phases. - Students' reading skills in Phase 2.	- Students' ability to construct sentences using new vocabulary in Phase 3. - Students' writing skills in Phase 4 - Students listening comprehension skills in Phase 2.



Social Studies	- Students' achievement in social studies is good overall. The school's internal assessment data indicates that most students in middle and high make outstanding progress. Students in primary make good progress. This does not match with what is seen in lessons where the majority of students in primary and high make good progress. The large majority of students in middle make very good progress. - The school's internal assessment data shows that attainment is outstanding overall. This does not match with what is seen in lessons and students' work where the majority of students in primary and high attain above curriculum standards. The large majority of students in middle attain above curriculum standards. - The majority of students in primary and High make good progress. The large majority of students in middle make very good progress. In Primary, students demonstrate secure knowledge of UAE diverse communities. They can compare rural and urban communities. Their ability to apply knowledge in maps is less well developed. In middle, students show understanding of the government in UAE. They can identify federal authorities UAE and their roles. Their ability to compare UAE governing system to that of other countries is less well developed. In high, students show knowledge of Heritage tourism to UAE. Their knowledge of UAE government efforts in Heritage preservation is less well developed. - Overall, the majority of groups make better than expected progress. Higher attaining students do not make the progress they are capable of.	
	Areas of Strength	Areas for Improvement
	- Secure understanding of factors contributing to the development of UAE communities in the primary phase. - Students' strong knowledge of UAE state structures and federal authorities in the middle phase. - Students' understanding of the importance of heritage tourism to the UAE in the high phase.	- Students' application of geographical knowledge through accurate map skills in the primary phase. - Students' ability to compare the UAE governing system with other federal systems in the middle phase. - Students' understanding of UAE government efforts in preserving heritage and historical buildings in the high.



English	- Students' achievement in English is good overall. The school's internal assessment data show that students make good progress in primary and high while very good progress in KG and middle. This matches what is seen during lessons in primary but not in KG where progress good and in middle and high is acceptable. - The school's internal data indicate very good attainment in KG, outstanding in primary, very good in middle and acceptable in high. This does not match with what is seen in lessons and students' work, except in High. External ASSET data shows that students are weak in primary and acceptable in middle. There is no external data for KG and High. - The majority of students across all phases make better than expected progress except in KG. Children with phonics can recite letter sounds and make simple words. They know that stories have a beginning, middle and end. In early primary, students build on their vocabulary to make sentences from the word bank and are not afraid to explore new words. Students not only compare poems on day and night but also appreciate the difference in emotional and visual appeal, using appropriate vocabulary. For example, the word 'calm', can also be used in the safe haven of home. In middle, students enact role-plays and write about three imaginative things required in space travel. They make effective comparisons with Dubai as a future city of sustainability. In high, Grade 9 students build on their vocabulary and linguistic skills in comprehension but are unable to draw inference and interpret relevant texts. Across all phases, students' writing skills using appropriate grammar and punctuation are limited. - All groups of students make similar progress above curriculum standards.	
	Areas of Strength	Areas for Improvement
	- Children secure phonics development in KG, enabling children to decode and read with confidence. - Students' development of listening, speaking and reading skills across phases, supporting effective communication and engagement with texts.	- Students' performance in external benchmarking assessments, particularly in identified weaker strands, to strengthen alignment with national and international standards. - Accuracy and consistency in students' writing across phases, especially grammar, punctuation and sentence structure. - Students' linguistic skills to draw inference and interpret relevant texts in the High Phase.



Mathematics	- Students' achievement in mathematics is good overall. The school's internal assessment data indicates progress is very good in KG and high while outstanding in primary and middle. In lessons and in students' recent work, KG children show very good progress while students in other phases show good progress. - The school's internal data indicates very good attainment in primary and good in all other phases. However, in lessons and in recent work, attainment is very good in KG and good in primary, middle and acceptable in high. External ASSET data shows attainment is weak in primary, middle and high. No external data is available for KG. - The large majority of students in KG make very good progress in representing data visually through pictographs and bar graphs; they use technology to enhance their learning, but in limited ways. Students in the Primary phase demonstrate a good understanding of operations and apply these to solve real world tasks. However, they rarely explore alternative methods to solve problems. Students in the middle and high phases are good at using mathematical reasoning to solve exercises in geometry; developing computational thinking would accelerate their progress further. - The majority of students across phases make better than expected progress overall. However, high attaining students and SEN do not make the expected progress.	
	Areas of Strength	Areas for Improvement
	- Students' ability to articulate their mathematical reasoning explaining how they arrived at their solutions. - Students' ability to understand and interpret various forms of data representations like pictographs, pie charts and frequency polygon using real life data from surveys across all phases. - Student's ability to consistently apply concepts like inverse proportions to situations in real life contexts.	- Use of technology for independent learning in KG - Computational thinking of students, particularly in Middle and High phases. - Problem solving skills through a range of mathematical methods in Middle and High phases.



Science	- Students' achievement in science in good overall. The school internal assessment data show that students achieve very good in other phases. good progress in KG and primary while acceptable in middle and good in high. Students' progress in lessons and recent work is good across the phases. - School's internal data indicates that attainment is very good in KG, and outstanding in other phases. External benchmarking examination data of ASSET show weak attainment in primary, middle and high. - Majority of the students make better than expected progress across all phases. In KG students can identify different forms of transport, air, water and land. Primary students know that day and night are caused by the rotation of the earth on its own axis. Primary phase students rely heavily on teacher guidance to conduct investigations and make predictions, limiting their independence as scientific learners. In Middle, students can demonstrate that sound is produced by vibrations and can draw practical conclusions. Students in High, follow the scientific process of prediction, observation and drawing conclusions. - Overall, all groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	- Students' secure scientific knowledge of key concepts in the middle, enabling them to explain phenomena accurately. - High phase students' confident application of scientific processes when conducting experiments, including drawing conclusions from observations. - Children's developing understanding of basic scientific concepts in KG, such as forms of transport across air, land and water.	- Students' consistent use of scientific vocabulary to make predictions, formulate hypotheses and explain outcomes across all phases. - Students' independence in enquiry and investigation in KG and Primary, reducing reliance on teacher guidance to deepen conceptual understanding. - Development of research, innovation and scientific enquiry skills across the school to strengthen higher-order thinking and application.



Other subjects	- Students' overall achievement in other subjects is good. The school's internal assessment data indicate good progress across the primary, middle and high which match what is seen in lessons and students recent work. - Internal assessment data indicates that a large majority of the students attain above curriculum standards, and therefore attainment is very good across the upper three phases. There is no external assessment data for other subjects. - Majority of the students make good progress. In physical education students enjoy playing basketball and practicing kicking the ball for a game of soccer. They are able to with appropriate technique and stance. KG children demonstrate their ability to participate in a hurdle race and engage in free drawing. In primary students enjoy passing the ball while practicing chest passes for basketball. In art lessons, majority of the students can differentiate between primary and secondary colours and mix them to create new colours. Grade 6 students are able to exhibit their expertise in kicking the ball with their foot. Grade 7 students confidently play the UAE National Anthem on the keyboard and drums. Students are able to identify the instrument that 'Darbuka' and try playing it with the guidance of the teacher. Students can sing along with the teacher but are unable to think innovatively or work independently in art music or P across phases - Majority of the groups of students make similar progress. The talented students often do not make the progress of which they are capable.	
	Areas of Strengths	Areas for Improvement
	- Students' secure physical skills in the primary phase, using correct technique and stance confidently in activities such as ball control and kicking. - Students secure musical understanding in middle, accurately recognising rhythm and notes and confidently performing the UAE National Anthem on instruments. - Students' secure artistic skills including identifying and mixing primary and secondary colours to create a wide range of new colours.	- Students' independence in physical education, music and art, enabling them to practise, perform and create without reliance on teacher guidance. - Students broaden their knowledge and confident use of a wider range of musical instruments. - Students extend their creativity and ability to express learning artistically across art, music and physical education.



Learning Skills	• The overall rating of learning skills is Good. The large majority of children in KG and students are actively engaged in their learning across the school. When provided with opportunities, particularly in the high, they take increasing responsibility for their own learning. However, few students are not always clear about the next steps needed to improve their work further. • Students work collaboratively with positive and productive outcomes. They communicate fluently and confidently. Students are developing the ability to manage aspects of their own learning and show increasing independence in group and individual tasks, particularly in the primary and middle phases. • Students are beginning to apply their learning to real-life contexts and make cross-curricular links, helping them understand relevance and build deeper understanding across subjects. • Students 'in High use technology confidently to enhance their learning when given an opportunity. For example, Grade 9 students use devices to explore topics such as the UAE judiciary system and health-related issues. Opportunities to further develop independent research, innovation, and enterprise skills remain an area for continued growth across the school.	
	Areas of Strength	Areas for Improvement
	• Students' communication and collaborative skills across all phases, supporting positive and productive learning. • Students' ability to apply learning to real-life contexts and make meaningful cross-curricular links.	• Students' consistent understanding of next steps and responsibility for improving their own learning across all phases. • Consistent opportunities for students to develop independent research, innovation, enterprise and technological skills across the school.



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

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

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Good	Good	Very Good
- Students' personal development is good overall, very good in KG and high, and good in primary and middle. The majority of students demonstrate responsible attitudes, self-reliance, and respond positively to feedback, particularly in the high school, using it to make further progress. Self-discipline is evident across lessons, assemblies, arrival, dispersal, and around the school. Students are respectful, courteous, and follow school rules and procedures, with any bullying incidents promptly addressed through effective measures. - Student-staff relationships are mutually respectful throughout the school. Students engage effectively in discussions, respect others' opinions, and collaborate well both independently and in groups. They show general support for peers during whole-class and group learning activities. - Students demonstrate good knowledge of safe and healthy lifestyles, making well-informed choices. Participation in activities such as basketball, particularly during break times, promotes their physical health, wellbeing, and positive social interactions. - Student attendance is good at 95%, with the majority arriving on time, reflecting a strong commitment to learning and school routines.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
- Students demonstrate a secure understanding of Islamic values and their influence on life in the UAE. Primary students confidently recite verses from the Holy Qur'an during morning assemblies and explain their meanings. Acts of social responsibility are evident through charitable initiatives such as food donations during Ramadan and collaboration with the Emirati Red Crescent Society in Sharjah. - Students show strong knowledge of and respect for the UAE's heritage and culture. They actively participate in national events including National Day, Martyrs' Day, and Flag Day, and commemorate the anniversaries of His Highness Dr Sheikh Sultan bin Muhammad Al Qasimi accession, strengthening a sense of national pride.				



Students are knowledgeable about their own and other world cultures. Participation in assemblies through role plays, monologues, and presentations on countries such as Japan, Turkey, and France deepens their global understanding and appreciation of diversity.				
Social responsibility and innovation skills	Good	Good	Good	Good
- Students contribute positively to their community by actively participating in school activities and selected wider community initiatives. They demonstrate care and responsibility by volunteering to clean communal areas and by preparing presentations and displays within school only to promote Emirati culture and traditions. Students' involvement in community projects is limited yet. - Students demonstrate a positive work ethic and engagement in learning. While innovation, enterprise, and entrepreneurship skills are emerging, students in grades 6 to 9 participate in some computer-aided design and control technology projects. Grade 8 students use pre-programmed instructions to achieve robotic movement, though only a few develop original coding for independent designs. - Students enjoy their learning and extracurricular activities, contribute meaningfully to projects, support charitable events, and regularly participate in fundraising initiatives, showing respect, consideration, and growing awareness of their social responsibilities				
Areas of Strength:				
- Students' positive attitudes, behaviour, and respectful relationships across the school. - Students' secure understanding of Islamic values, Emirati heritage, and world cultures. - Students' positive engagement and contribution to learning and school life.				
Areas for Improvement:				
- Students' participation in structured community projects beyond the school. - Students' independent innovation, creative design, and own initiatives.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good

- The quality of teaching and effective learning and assessment are good overall. Teachers plan purposeful lessons with varied activities, resulting in successful learners. In science lessons through experiential, hands on learning, students' engagement enhances. Lesson planning is detailed, with effective time management and conducive learning environment. Use of technology enhances learning in science but it not so effective in English in the High.
- Teachers' interaction with students ensures engagement. Students learn in a supportive environment in the primary and are not afraid to ask questions. Teachers' questioning tests students' understanding, promotes reflection and leads to meaningful dialogues. Differentiated strategies by the teachers provide effective challenge and support to all groups, except for SEN and the Gifted and Talented (G& T).
- Teachers do not consistently promote critical thinking, problem-solving and independent learning skills across the school.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable
------------	------------	------------	------------	------------

- Internal assessment data processes provide sufficient information on students' attainment and social development. The school uses external benchmarking that meets the UAE's priorities to benchmark students against external learning outcomes.
- The school's developed assessment system enables evaluation of students' achievement with accuracy. However, assessment information is not used consistently, by the teachers and leaders, to provide support and challenge to all groups of students. Teachers provide adequate support and challenge to Gifted and Talented and SEN.
- Most teachers provide written feedback which is positive but not always formative. Students are sometimes involved in their own learning. Peer assessment is not embedded and is as yet not an integral part of the assessments.

Areas of Strength:

- Purposeful lesson planning, effective time management, and generally positive learning environments across phases.
- Positive teacher–student interactions that support engagement and participation.



- Secure internal assessment processes that provide baseline information on attainment and progress.

Areas for Improvement:

- Teachers' promotion of independent learning, critical thinking, and problem-solving across all phases.
- Consistency in meeting the needs of Students of Determination and Gifted and Talented students.
- Use of assessment for learning, including formative feedback, peer assessment, and clearer use of data to inform next steps.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Very Good	Good	Good	Good

- The curriculum design and implementation are very good in KG and good in Primary, Middle, and High phases. The CBSE curriculum provides a clear rationale, ensuring coherent progression and continuity in learning. Programs of study are broad, balanced, and carefully planned to meet MoE statutory requirements and external accreditation expectations. Structured curriculum mapping and sequencing offer age-appropriate challenge, enabling students to build knowledge and skills systematically. As a result, students are well prepared for external examinations and for the next stage of their education, and academic progress is consistently supported.
- Currently, the range of curricular choices and subject options for older students is limited. While cross-curricular links are generally explicit, students' ability to independently apply learning across subjects is still developing. In effective lessons, teachers make meaningful real-life connections and purposeful links to the UAE national context, helping to deepen students' understanding.
- Termly curriculum reviews are embedded within the school's improvement cycle and support ongoing refinement of curriculum, teaching, and assessment practices to improve learning outcomes across all phases.

Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable
-----------------------	------	------------	------------	------------

- Curriculum adaptation is effectively implemented in the KG and remains acceptable across the other phases of the school. The continuous learning provision at the different learning centers, offers children meaningful opportunities to develop a broad spectrum of interests and skills. Children develop gross and fine motor skills through construction sites, malleability corner or sand and water play, while pretend play, art and reading corners develop their creative imagination. In the Primary, Middle, and High School phases, the curriculum is adjusted to a certain extent to address the needs of diverse students. Teachers plan activities at varying levels of difficulty and extended tasks to support and challenge all student groups. However,



these may not always cater to specific needs of students of determination or nurture the gifted and talented. Curricular modifications and accommodation for these students is an evolving feature.

- The school provides extracurricular activities to support the development of students' personal, social, and academic competencies. The activities offered cover different domains of sports, visual and performing arts, allowing students choices, based on their interest and aptitudes. These activities also enable students to explore and discover new interests or strengthen their skills in particular areas. The school is developing the integration of enterprise education and innovation into curriculum in its next phase of development.
- Extended activities are woven into the curriculum across the school to provide learning opportunities beyond the prescribed curriculum making it relevant to the context of life in the UAE. School wide celebrations such as UAE national day, Haq Al Laila, or recycling and charity drives in Ramadan promote cultural integration, develop community service and builds appreciation of UAE values and heritage.

Areas of Strength:

- Strong curriculum design and implementation, particularly in KG, with clear progression, coherent sequencing, and effective preparation for next stages of learning.
- Purposeful integration of UAE values and national context, supported through curriculum content, enrichment activities, and whole-school events.
- Regular curriculum review processes embedded within the school's improvement cycle to refine provision and sustain learning outcomes.

Areas for Improvement

- Consistent opportunities for students to independently transfer learning across subjects, particularly in the upper phases.
- Curriculum adaptation for Students of Determination and Gifted and Talented students, to move from general differentiation to more precise and targeted provision.
- Systematic integration of enterprise, innovation, and real-world problem-solving across subjects and phases.



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

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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good
- The school provides a very safe, secure, and nurturing environment in which student protection, care, guidance, and wellbeing are prioritized. Highly rigorous safeguarding arrangements are in place, including a well-maintained central register, a comprehensive child protection policy, and regular, high-quality staff training. Medical provision and confidential student records are managed effectively, and robust systems are implemented to address bullying, cyberbullying, and online safety. Vulnerable students are identified promptly and benefit from timely, well-coordinated pastoral and academic support. - School leaders are aware of their roles and responsibilities. Health, safety, and security procedures are consistently applied across the school. These include safe and well-monitored transport arrangements, secure visitor management systems, regular fire drills, clear emergency procedures, and the safe use of specialist equipment. The school premises are well maintained and fully compliant with health and safety requirements. Strong maintenance and record-keeping systems underpin the school's effective practice. Policies are current and reviewed regularly and accurate records are maintained for attendance, incidents, accidents, and follow-up actions. The new school premises, equipment and facilities are well-established standards and are inclusive and well suited to all students, including those with special educational needs, with appropriate access arrangements, safe spaces, and targeted support. The classrooms are spacious and well lit. As the school continues to develop further procedures for risk analysis with comprehensive mitigation for students' activities outside the school may be a next step. - Healthy lifestyles are actively promoted, and food preparation and canteen meet high standards of hygiene and safety. Students' wellbeing, happiness, physical health and emotional development are prioritized at all times by the school.				
Care and support	Good	Good	Good	Good
Positive relationship across the school creates a culture of belonging and care that is conducive to learning. Students see their teachers as mentors and confidantes, approaching them for both personal and academic support. The Al R'ayah program for Middle and High				

**School Performance Review of Bhavans Pearl Wisdom School
19-22 January 2026**



phases allows additional support for adolescents by pairing them with mentor teachers. Students are respectful and helpful and show a concern for each other's wellbeing. Behavior norms are understood and adhered to, creating a fear free environment where students have a voice and feel heard. Misconduct is rare; the behavior policy provides clear guidelines for managing it when it occurs.

- Students are regular and punctual to school across all phases. Teachers follow up on any unreported absence resulting in very few instances of absence or tardiness. Attendance is tracked digitally, shared with parents, and data records are maintained well. Students are monitored at all times at school with live tracking on the buses, ensuring their safety and security.
- The school is committed to equity and inclusion and is open to all. Teachers recognize and value student diversity, and plan for different groups of students to ensure curriculum is accessible, and all students feel supported. However, the provision for identification of students of determination and the gifted and talented are in early stages of development.
- Most groups of students are supported in their academic as well as personal and social development through the collaborative efforts of teachers, school counselor and social worker. The special educator supports students with additional needs inside the class as well as through pull out session when needed, and their progress is monitored. Accommodations are also made to facilities and resources to ensure students feel fully included.
- The school culture promotes care for self and others and plans for ensuring well-being for all. Planned instruction on life skills and regular remedials ensure students receive academic, personal and socio-emotional guidance from teachers. As a result, students are mindful of eating healthy and are reminded to keep hydrated through dedicated water breaks. Counselors and mentor teachers support students in the personal or emotional struggles. Preparing students for the next phase in education is still developing as the school continues to grow.

Areas of Strength:

- Effective safeguarding and health and safety systems across all phases.
- Strong pastoral care and positive relationships that support students' wellbeing and learning.
- Reliable systems for attendance, transport safety, and student monitoring.

Areas for Improvement:

- Systematic identification and support for Students of Determination and Gifted and Talented students.
- Development of risk assessment for off-site activities.
- Clearer transition guidance for students moving to the next phase of education



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

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

- The overall quality of leadership and management is good. The principal and vice principal together provide clear strategic direction. Recent additions to middle leadership have strengthened a shared vision, particularly in enhancing the school academic processes. Leaders are strongly committed to UAE National and Emirate priorities, including inclusion. Positive professional relationships and strong staff cohesiveness across the school contribute to high morale, with minimal teacher turnover supporting continuity and stability.
- Majority of the leaders have a secure understanding of the prescribed curriculum and best practices in teaching, learning, and assessment. They also show an understanding of the UAE School inspection Framework and use this effectively to drive improvement. Leaders recognise the importance of data analysis to raise standards, and plan to use it effectively to ensure quality outcomes for students across the school.
- As a school in its third year of operation, leaders at all levels have established a strong culture of reflective self-evaluation that involves most stakeholders. Systems are systematic and informed by both internal and external data, enabling leaders to identify strengths and priorities for improvement clearly. As this is the school's first review, leaders have used the findings purposefully to set clear improvement actions. A clear teaching and learning focus and consistent approach to lesson planning support coherent classroom practice. Leaders use data effectively to guide decision-making, driving focused improvement and steady progress across the school.
- Parents express very positive views about the school and value the welcoming, inclusive culture created by the principal and staff. Parents are encouraged to be active partners in their children's learning and development, and leaders ensure they are always accessible to address concerns. Regular, clear reporting keeps parents well informed about students' academic progress and physical and emotional wellbeing. The school is strengthening external partnerships, including collaborations with Manipal University and the University of Sharjah, to enrich learning experiences and broaden student opportunities. Leaders plan to expand community links, inter-school collaboration, and participation in competitions and sporting events like the CBSE National Skating Championship and Childhood Thon, to enhance students' social development and real-world learning.

**School Performance Review of Bhavans Pearl Wisdom School
19-22 January 2026**



- The school governors are committed, passionate, and highly effective in supporting and challenging school leadership. They represent all stakeholders, including the student council and school owners, and maintain strong oversight of student achievement and wellbeing. Governors ensure staffing, resources, and compliance requirements are fully met. They systematically monitor improvement actions and understand their impact. Each governor plays a defined, contributory role that positively influences students' personal development, learning, and overall performance across the school.
- The day-to-day management of the school is efficient and well-organized, with routines that positively support students' wellbeing and independence. Staffing is sufficient and the teaching assistants support the children well in KG. The school's premises are neat and very well maintained. Planned enhancements include science, mathematics and artificial intelligence laboratories to meet the curricular choices of older students on commencement of senior secondary grades. The school is also aware of the need to recruit additional native Arabic teachers and expand sports facilities as enrolment and student strengths continue to grow.

Areas of Strength:

- Clear strategic direction and positive leadership culture, supported by committed governors and cohesive senior and middle leadership.
- Systematic self-evaluation and improvement planning, informed by internal and external data and aligned with the UAE School Inspection Framework
- Strong partnerships with parents, reflected in positive parental views, effective communication, and high levels of engagement.

Areas for Improvement:

- Consistency in monitoring teaching and learning to strengthen impact on students' outcomes across all phases.
- Development of middle leadership capacity to support accountability and sustained improvement.
- Planned enhancement of facilities and resources to meet the needs of expanding phases and curriculum pathways.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- 4 qualified and licensed teachers teach the Arabic language across the school, at a ratio of 1:100 (approximately 400 students from grades 1 to 10). An expert conducts professional development, and hand holds the teachers to develop lessons and demonstrate the best practices in teaching Arabic as a second language.
- The library has 45 Arabic books that are all fiction. However, there is no systematic encouragement for students to borrow the books, and it is left to students' own interest.
- Reading provision in classrooms include reading aloud, group and silent reading sometimes, using online applications and videos. Some extracurricular activities take place, such as competitions, quizzes and storytelling. Parental engagement is also encouraged through one on one and online sessions, a recent initiative. The school encourages student participation on celebration of the Arabic Language Day. An 'Arabic everyday word' during the assembly enhances students' vocabulary.

The school's use of external benchmarking data

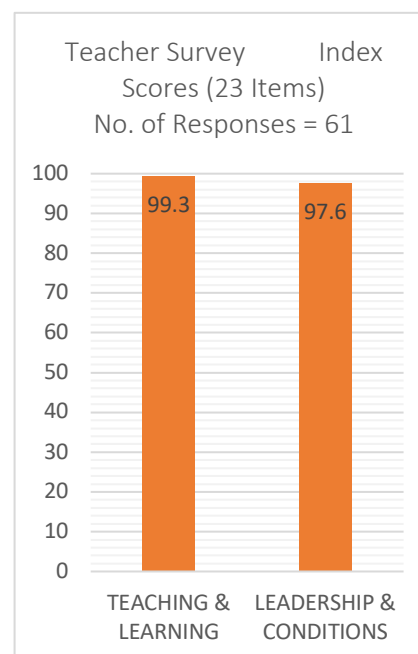
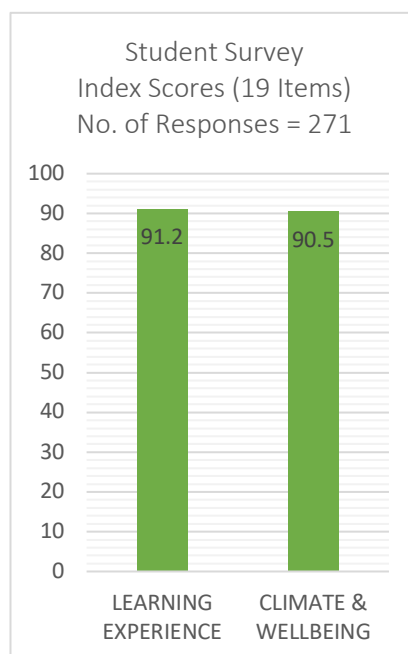
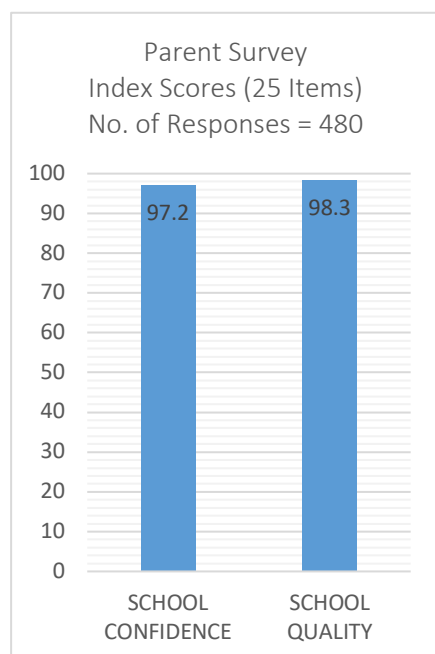
- In compliance with SPEA requirements, the school involves students in ASSET, PISA and CAT4 examinations. Almost all students (312 from grades 3 to 9) will appear for the exams scheduled in 2026.
- The ASSET exam will be taken by all students of relevant age groups in the current academic year. Target setting practice is yet to be developed effectively. 7 students took the PISA exam in the academic year 2025, the results of which are still awaited.
- Students and parents are aware of external testing procedures. They are kept fully informed about all the processes and preparations by individual communication and during parent teacher conferences.
- The school has a National Agenda Programme. Students prepare for these examinations through the 'AQAD' ('A question a day') based on English, science and mathematics.

Provision for KG

- The KG has six classes supported by 10 teachers and 11 co-teachers, maintaining a strong adult-child ratio of 1:19. Co-teachers support learning, resource preparation, and children's academic and personal needs, with class sizes limited to 20 students.
- Classrooms are purposefully designed for table teaching and centre-based learning, offering seven continuous provision areas: Literacy, Early Mathematics, Investigation, Malleable Play, Role Play, Reading, and Mark Making. Outdoor learning spaces are safely resourced and zoned to promote exploration, creativity, physical development, and purposeful play.
- A baseline assessment at entry, followed by continuous tracking and monthly academic and PSED monitoring, informs teaching and learning. Progress is regularly shared with parents, and transition meetings support smooth progression through joint curriculum review and assessment planning.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Develop the quality of teaching and learning across subjects and phases by:
 - Implementing a whole-school teaching and learning framework aligned to best practice, with clear expectations for pedagogy across phases.
 - Providing targeted professional development linked to lesson observations, student outcomes, and subject-specific needs.
 - Strengthening collaborative planning, peer observation, and coaching to share effective practice and ensure consistency.
- Ensure consistent and effective use of assessment data by:
 - Establishing a clear assessment calendar with agreed data collection, analysis, and review points across all phases.
 - Training teachers and leaders to analyse data effectively to identify underachievement, trends, and gaps early.
 - Using data to plan targeted interventions, enrichment, and challenge, and evaluating their impact regularly.
- Modify and adapt the curriculum for students of determination and gifted and talented students, by:
 - Reviewing curriculum plans to ensure explicit differentiation, scaffolding, and extension are built into all subjects.
 - Developing personalised learning plans and enrichment pathways for students of determination and gifted learners.
 - Monitoring the impact of adaptations through progress reviews, lesson observations, and student voice.
- Strengthening the capacity of middle leaders, by:
 - Providing structured leadership training focused on monitoring teaching, learning, and assessment effectively.
 - Involving middle leaders in regular learning walks, work scrutiny, and data review cycles with senior leaders.
 - Holding middle leaders accountable for subject and phase improvement plans, with clear success criteria and review timelines.



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

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

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

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