



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme
**School Performance Review (SPR)
Report**

Rosary School

2–5 February 2026

Overall Effectiveness

Very Good



إتقان ITQAN



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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 Phase 1.



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	140	
	School location	Halwan, Sharjah	
	Establishment date	1976	
	Language of instruction	English	
	School curriculum	UK (English National Curriculum)	
	Accreditation body	Cambridge	
	Examination Board	Cambridge Assessment International Education (CAIE)	
	External assessments International and Curriculum Benchmark Assessments	GLPT, TIMSS, PIRLS, CAT4, Tala, IBT, Checkpoint	
	Fee range	AED 11,795 – AED 13,465	
	Staff	Principal	Sr. Raphael
		Chair of Board of Governors	Dr. Raed Abdallah
Total number of teachers		105	
Total number of teaching assistants		22	
Turnover rate		5%	
Students		Teacher: student ratio	1:16
		Total number of students	1722
		Total number of students per cycle/phase	Phase 1/FS: 234 Phase 2: 1305 Phase 3: 183 Phase 4: N/A
		Pre-KG: number and gender	Boys: N/A Girls: N/A
		Phase 1/FS2: number and gender	Boys: 115 Girls: 119
		Phase 2: number and gender	Boys: 652 Girls: 653
	Phase 3: number and gender	Boys: 100 Girls: 83	
	Phase 4: number and gender	Boys: N/A Girls: N/A	
	Total number of Emirati students	68	
	Pre-KG: Emirati number and gender	Boys: N/A Girls: N/A	
	Phase 1/FS: Emirati number and gender	Boys: 2 Girls: 5	
	Phase 2: Emirati number and gender	Boys: 28 Girls: 29	
	Phase 3: Emirati number and gender	Boys: 1 Girls: 3	
	Phase 4: Emirati number and gender	Boys: N/A Girls: N/A	
	Nationality groups	1. Egyptian 2. Syrian	
	Total number of students with special educational needs	5	



PROGRESS JOURNEY

Previous Review: (2023-24)	Current Review:
GOOD	VERY GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers, 183 lesson observations, 126 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is very good, representing an improvement since the previous review in March 2024, when the school was judged good. Since that time, there has been a sustained improvement across nearly all aspects of the school's work. Students' achievement and learning skills have improved from good to very good, supported by stronger consistency in teaching and assessment practices. Students' personal and social development has improved from very good to outstanding, reflected in their behaviour, attitudes, relationships and engagement with school life. The quality of teaching and curriculum provision have both improved from good to very good, resulting in more engaging learning experiences and strong progress across the school. Students' care, guidance, and safeguarding have further strengthened and is now outstanding. Leadership and management have improved from good to very good, with effective strategic direction, strong partnerships with parents and governors, and very good capacity to sustain continued improvement.

KEY AREAS OF STRENGTH:

- Standards of achievement in nearly all subjects, supported by comprehensive systems for assessment.
- Exemplary behaviour, attitudes and relationships of students across the school.
- Students' appreciation of Islamic values and their involvement in sustainability and conservation initiatives in school and wider community.
- Very good teaching, with well-planned, engaging lessons that motivate students, inspire success and foster enjoyment of learning.
- Curriculum provision across all phases, enriching students' learning experiences.
- Care, welfare and safeguarding, underpinned by high-quality, positive relationships between staff and students.
- The impact of leadership and governance in sustaining an establishing and sustaining a highly positive culture for learning.
- The school's highly effective partnership with parents, characterised by strong parental involvement and engagement.



KEY AREAS FOR IMPROVEMENT:

- Securing outstanding achievement across all subjects.
- Strengthening teaching and personalised learning, through embedding adaptive and differentiated approaches.
- Fully adapting the curriculum to meet the needs of all students, particularly for higher-attaining and gifted and talented learners.
- Further develop the impact of the inclusion team by refining the identification and graduated support systems.
- Developing a wider range of international partnerships, supporting leadership development and enhancing students' global awareness.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is very good.

Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	N/A	Good	Very Good	N/A
	Progress	N/A	Very Good	Very Good	N/A
Arabic (as a First Language)	Attainment	N/A	Good	Very Good	N/A
	Progress	N/A	Very Good	Very Good	N/A
Arabic (as a Second Language)	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
Social Studies	Attainment	N/A	Good	Very Good	N/A
	Progress	N/A	Good	Very Good	N/A
English	Attainment	Outstanding	Very Good	Very Good	N/A
	Progress	Outstanding	Very Good	Very Good	N/A
Mathematics	Attainment	Very Good	Good	Very Good	N/A
	Progress	Very Good	Very Good	Very Good	N/A
Science	Attainment	Good	Good	Very Good	N/A
	Progress	Very Good	Very Good	Very Good	N/A
Other subjects (Art, Music, PE)	Attainment	Very Good	Very Good	Very Good	N/A
	Progress	Very Good	Very Good	Very Good	N/A
Learning Skills		Very Good	Very Good	Very Good	N/A



Islamic Education	<ul style="list-style-type: none">• Students' achievement is very good overall in Islamic Education. Internal assessment indicates that students' progress is very good in Phases 2 and 3. This matches what is seen in lessons and in students' work, where the large majority of students make progress which is above curriculum expectations.• The school's internal assessment data shows outstanding attainment in Phases 2 and 3. This is not fully reflected in the attainment seen in lessons and in students' work, which shows that the large majority of students attain above curriculum standards. There is no external data for Islamic Education.• In Phase 2, the large majority of students demonstrate a secure and increasingly deep understanding of Islamic etiquettes and rulings related to eating, daily conduct, social interaction and speech. They articulate the importance of these etiquettes and relate them effectively to real-life contexts. A minority, however, require further guidance to independently link these practices to evidence from the Holy Qur'an and the Noble Hadeeth, particularly when applying textual sources to practical situations. In Phase 3, the large majority of students demonstrate a very good understanding of core Islamic beliefs, with strengths in their understanding of Islamic values and their application to daily life. Students identify and confidently explain the major and minor signs of the Day of Judgment and describe appropriate actions in preparation for it. They also reflect effectively on the signs of the power of Allah (SWT) in the universe, making meaningful connections between belief and observable phenomena. However, for a minority of students, the accurate application of Tajweed rules during the Holy Qur'an recitation remains underdeveloped.• Overall, most groups of students make better than expected progress. However, some higher-attaining and gifted and talented (G&T) students do not always make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of Islamic etiquettes and their ability to relate these to real-life situations in Phase 2.• Students' secure understanding of Islamic rulings and values in Phases 2 and 3.• Students' understanding of core Islamic beliefs in Phase 3.	<ul style="list-style-type: none">• Students' ability to link relevant Qur'anic verses and the Noble Hadeeth to Islamic etiquettes in Phase 2.• Students' application of correct Tajweed rules when reciting the Holy Qur'an in Phases 2 and 3.



Arabic Language	<ul style="list-style-type: none"> Students' achievement is very good overall in Arabic First Language (AFL) and good overall in Arabic Second Language (ASL). Internal assessment indicates outstanding progress in Phases 2 and 3 in both subjects. This does not fully align with what is seen in lessons and in students' work in Phases 2 and 3, where the large majority of students in AFL, and the majority of students in ASL make progress which is above curriculum expectations. Internal assessment data indicates outstanding attainment in AFL in both phases, and outstanding attainment and very good attainment in ASL in Phases 2 and 3 respectively. The 2024/25 IBT results for ASL show outstanding attainment across both phases, while TALA results for AFL show very good attainment in these Phases. This does not fully align with what is seen in lessons and in students' work, where the majority of students in ASL attain above curriculum standards. In AFL, the majority of students in Phase 2, and the large majority in Phase 3, attain at levels which are above curriculum standards. In AFL, the large majority of students demonstrate very good development in spoken Standard Arabic. They communicate confidently with accurate pronunciation and use an increasingly wide range of vocabulary and structures. In Phase 2, students listen attentively to short passages and contribute actively to discussions about texts, although a minority experience difficulty with reading fluency. In Phase 3, students show very good understanding of grammatical concepts and engage analytically with texts, confidently identifying key elements and providing clear, extended explanations. In ASL, the majority of students link new vocabulary to prior learning and use it accurately in simple sentences, demonstrating growing confidence in comprehension and oral communication, particularly in Phase 2. By Phase 3, students identify singular and plural forms accurately and participate confidently in speaking activities. However, a minority of students show weaker reading fluency, and some Phase 2 students make frequent spelling and punctuation errors in writing. Overall, most groups of students make better than expected progress. However, higher-attaining and G&T students do not always make the progress of which they are capable. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' confident spoken Standard Arabic and accurate pronunciation in Arabic First Language in Phases 2 and 3. Students' secure use of vocabulary and grammatical structures in Arabic Second Language, particularly in oral communication in Phases 2 and 3. Students' strong analytical engagement with texts and clear explanations in Arabic First Language in Phase 3. 	<ul style="list-style-type: none"> Students' reading fluency in Arabic First Language and Arabic Second Language, particularly for a minority of students in Phases 2 and 3. Students' accuracy in spelling and punctuation in Arabic Second Language writing, particularly for a minority of students in Phase 2.



Social Studies	<ul style="list-style-type: none">Students' achievement in social studies is good overall. The school's internal assessment data indicates very good progress in Phases 2 and 3. This does not align with that seen in lessons and in students' work, which shows that the majority of students in Phase 2, and the large majority of students in Phase 3, make progress which is above curriculum expectations.The school's internal data shows good attainment in Phase 2 and very good attainment in Phase 3. This aligns with what is seen in lessons and in students' work, where the majority of students in Phase 2, and the large majority of students in Phase 3, reach levels of attainment which are above curriculum standards.In Phase 2, the majority of students demonstrate knowledge above curriculum standards. They use map skills accurately to locate UAE mountains and explain their importance. They show secure understanding of environmental concepts through identifying nature reserves, types of pollution and their impact, with clear UAE examples such as Masdar City and H.H. Sheikh Zayed bin Sultan Al Nahyan's (may his soul rest in peace) environmental legacy. Students can define energy, identify its types and use. In Phase 3, the large majority of students demonstrate very good understanding of H.H. Sheikh Zayed bin Sultan Al Nahyan's (may his soul rest in peace) biography and leadership, as well as the pillars of UAE foreign policy and the Gulf Cooperation Council. Students use map keys accurately, extract information confidently from research and worksheets, and respond well to extended questioning.The majority of groups of students make better than expected progress overall. However, high-attaining students and some students with additional learning needs, including students of determination and G&T students, do not consistently make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' secure application and explanation of UAE geography, environmental sustainability and energy concepts in Phase 2.Students' strong conceptual understanding and discussion in Phase 3 of H.H. Sheikh Zayed bin Sultan Al Nahyan's (may his soul rest in peace) biography, UAE foreign policy and the Gulf Cooperation Council.	<ul style="list-style-type: none">Students' analytical discussion and enquiry skills in Phase 2.Students' analytical discussion and written enquiry skills in Phase 3.



English	<ul style="list-style-type: none">• Students' achievement in English is very good overall. Internal assessment data indicates outstanding progress in Phase 1, and very good progress in Phases 2 and 3. This fully aligns with what is seen in lessons and students' work, where most children in Phase 1, and the large majority of students in Phases 2 and 3, make progress which is above curriculum expectations.• Internal assessment data shows attainment to be outstanding in Phase 1 and very good in Phases 2 and 3. External assessments show very good attainment in Phases 2 and 3. There is no external data for Phase 1. In their lessons and in their work, most children in Phase 1 and the large majority of students in Phases 2 and 3, reach levels of attainment which are above curriculum standards.• Children in Phase 1 and students in Year 1 demonstrate a secure grasp of phonics and, particularly among higher-attainers, apply this confidently in oral responses and short written sentences. In Years 2 and 3, the large majority of students identify and apply descriptive language effectively in fiction and non-fiction writing. By Year 4, students infer meaning from images and texts and offer personal interpretations of authors' intentions when engaging with abridged classical literature, demonstrating emerging analytical skills. A few younger students in Phase 2 who speak English as an additional language rely heavily on phonics to decode unfamiliar words. In upper Phase 2 and in Phase 3, students apply their understanding of classical texts to discussion and debate; however, oral and written responses often lack sufficient depth. Across Phases 1, 2 and 3, handwriting limits the quality and length of extended and creative writing.• Overall, most groups of students make better than expected progress overall. However, at times, some higher attainers and G&T students do not make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' secure phonics development in FS2 and Year 1, supporting confident early reading and writing.• Students in Phase 2 strong speaking and listening skills.• Students' confident oral interpretation of abridged classical literature in Phase 3.	<ul style="list-style-type: none">• Students' depth of analytical and persuasive responses in speaking and writing in Phase 3.• The consistency and quality of students' handwriting in Phases 2 and 3 to support extended writing.



Mathematics	<ul style="list-style-type: none">• Students' achievement in Mathematics is very good overall. The school's internal data shows very good progress in Phases 1, 2 and 3. This matches the progress seen in lessons and in students' work, where the large majority of students make progress which is above curriculum expectations in all three phases.• Internal assessment indicates outstanding attainment in Phases 1 and 2 and very good attainment in Phase 3. TIMSS outcomes for Year 4 place students at the intermediate international benchmark. External data indicates outstanding attainment in Phase 2 and very good attainment in Phase 3. This partly aligns with what is seen in lessons and students' work, where the large majority of students in Phases 1 and 3, and the majority of students in Phase 2, attain at levels which are above curriculum standards.• Overall, the large majority of students demonstrate secure conceptual understanding and procedural fluency. In FS2 and Year 1, students show secure number sense and mental mathematics skills, confidently counting money and completing simple addition using number lines. However, opportunities to use practical manipulatives are limited, reducing the depth of students' conceptual understanding. In Phase 2, students in Years 2 and 3 accurately add two-digit numbers and read analogue time. Older students demonstrate secure multiplication and division skills, simplify fractions, calculate probability, and apply angle rules confidently, including calculating missing angles and the volume of three-dimensional shapes. Across Phases 1, 2 and 3, students' mathematical reasoning and application to real-life contexts are less consistently developed.• Overall, most groups of students make better than expected progress. In external benchmarking, boys outperform girls. Higher-attaining G&T students do not always make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Phase 1 students' secure number sense and strong mental mathematics skills.• Phase 2 students' effective application of fractions, time and angle concepts.• Older students' secure conceptual understanding and procedural fluency in geometry.	<ul style="list-style-type: none">• The use of practical manipulatives in Phase 1 to deepen conceptual understanding.• Students' mathematical reasoning and real-life application across Phases 1, 2 and 3.



Science	<ul style="list-style-type: none">• Students' achievement in science is very good overall. The school's internal data indicates outstanding progress across all three Phases. This does not fully match what is seen in lessons and in students' work, which shows that the large majority of children in Phase 1 and the large majority of students in Phases 2 and 3 make better than expected progress.• The school's internal assessment data indicates outstanding attainment in Phases 1, 2 and 3. External benchmarking shows a more variable picture. In PT Progress Tests, attainment is outstanding in Phase 2. Attainment is good in Cambridge Checkpoint and broadly in line with UAE averages in TIMSS 2023 for students currently in Year 7. There is no external benchmarking in Phases 1 and 3. In lessons and in students' work, the majority of students attain above curriculum standards in Phases 1 and 2 and the large majority attain above curriculum standards in Phase 3.• In Phase 1, the large majority of children develop secure scientific knowledge and can confidently identify and label key features, such as parts of plants, but are less confident in making predictions. In Phase 2, the large majority of students demonstrate good understanding of scientific concepts, including the five senses and their application to real-world contexts. Older Phase 2 students develop good laboratory skills and enquiry skills when exploring conductors and insulators, magnets and simple electrical circuits, and can draw conclusions, although these are not always clearly communicated. In Phase 3, the large majority of students demonstrate good investigative skills, for example accurately identifying pH levels of acidic and alkaline substances and drawing relevant inferences. They make effective use of learning technologies to support investigations, although their enquiry skills are less well developed.• Overall, most groups of students make better than expected progress. However, higher-attaining and gifted and talented students do not always make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' secure scientific knowledge and conceptual understanding in Phases 1, 2 and 3.• Children's knowledge of types and parts of plants in Phase 1.• Students' effective use of practical and investigative approaches to support scientific learning, particularly in upper Phase 2 and Phase 3.	<ul style="list-style-type: none">• Phase 1 children's ability to make predictions about simple ideas in science.• Students' ability to communicate conclusions and develop enquiry skills more consistently, especially in Phase 2.



Other subjects	<ul style="list-style-type: none"> Students' achievement in other subjects is very good overall. The school's internal assessment data indicates outstanding progress in all three phases. This does not align with that seen in lessons and in students' work, which shows that the large majority of students make better than expected progress across Phases 1, 2 and 3. The school's internal data indicates outstanding attainment in other subjects in all three phases. This is not fully reflected in lessons or students' work, where the large majority of students reach levels of attainment which are above curriculum standards in Phases 1, 2 and 3. In art, students in Phases 1, 2 and 3 produce attractive, colourful and well-presented work, demonstrating careful observation, secure use of line, colour, shape, contrast and pattern, and increasingly imaginative and creative outcomes, particularly in Phase 3. In computer studies, students in Phases 2 and 3 demonstrate secure digital knowledge and skills, including coding and programming, and can explain processes confidently. In music, students from Phase 1 onwards demonstrate secure understanding of tempo, rhythm and tone, with well-developed musical knowledge evident in their confident use of percussion instruments and ability to combine sounds accurately, particularly in Phases 1 and 2. In physical education, students in Phases 1, 2 and 3 demonstrate appropriate coordination, control and fitness through a range of activities and understand the importance of exercise for health and wellbeing. However, in Phases 2 and 3, students do not consistently spend sufficient time being physically active to demonstrate sustained skill development. In French, students demonstrate a wide breadth of vocabulary related to everyday contexts, and by Phase 3 many use sentence structures with increasing confidence in spoken and written communication. Across other subjects, students do not consistently articulate their thinking and choices in sufficient depth to embed and extend learning. Overall, most groups of students make better than expected progress in other subjects across Phases 1, 2 and 3. However, higher-attaining and G&T students do not always make the progress of which they are capable. 	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none"> Students' imaginative and creative artwork across Phases 1, 2 and 3. Students' secure digital skills, including programming and coding, in Phases 2 and 3. Students' well-developed musical knowledge and confident use of percussion instruments in Phases 1 and 2. 	<ul style="list-style-type: none"> Students' ability to articulate their thinking, choices and understanding at greater length across other subjects. The level of sustained physical activity in PE lessons, particularly in Phases 2 and 3.



Learning Skills	<ul style="list-style-type: none">• Students demonstrate very good learning skills overall across Phases 1, 2 and 3. They are highly engaged in lessons, show positive attitudes to learning and are motivated to succeed. In many lessons, students take responsibility for their learning, respond well to guidance and show pride in their work, particularly in practical, creative and discussion-based activities.• Students generally interact positively and support one another. In stronger lessons, they collaborate effectively and communicate their ideas clearly to peers and teachers. However, this is not consistent across all lessons, and in some instances students' collaboration and extended communication skills are less well developed.• Students show good ability to relate their learning to real-life contexts. In many lessons, they make meaningful links across subjects and explain how new learning connects to everyday experiences, particularly in social studies, Islamic Education, science and art.• Students demonstrate creativity and innovation when opportunities are provided, especially in practical and creative subjects across Phases 1, 2 and 3. In the strongest lessons, students engage in enquiry, reflection and critical thinking. However, these higher-order learning skills are not yet embedded consistently across subjects and phases. Students generally use learning technology confidently to support their work, although its use to promote independent enquiry and innovation is uneven.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' high levels of engagement, motivation and positive attitudes to learning across Phases 1, 2 and 3.• Students' ability to relate learning to real-life contexts and make meaningful links across subjects.• Students' creativity and willingness to engage in enquiry and critical thinking in the strongest lessons, particularly in practical and creative subjects.	<ul style="list-style-type: none">• The consistency with which students collaborate and communicate their learning at length across lessons and subjects.• The consistent development of students' independent enquiry, innovation and critical thinking skills across Phases 1, 2 and 3.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Outstanding	Outstanding	Outstanding	N/A
<ul style="list-style-type: none"> Students' personal development is outstanding across all phases. They demonstrate very positive, mature and responsible attitudes, are consistently self-disciplined, and respond extremely well to others. Behaviour is exemplary and sets a strong positive tone across the school. Incidents of bullying are extremely rare. Relationships between students and staff are highly respectful and caring. Students show genuine consideration for others through polite, helpful and inclusive attitudes, and demonstrate clear respect and appreciation for all staff, including support staff, contributing to a warm and cohesive school community. Students demonstrate an excellent understanding of safe and healthy lifestyles. They understand the importance of physical fitness, healthy eating, including fresh fruit and vegetables, and personal safety, and know key safety information. Attendance is outstanding at 98%. The large majority of students arrive punctually, although a small minority are occasionally late in the morning. 				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	N/A
<ul style="list-style-type: none"> Students demonstrate a secure understanding of how Islamic values influence contemporary life in the UAE. In Phases 2 and 3, they participate actively in religious, charitable and community-based initiatives linked to Islamic teachings, including acts of charity, service and social responsibility. They explain confidently how values such as generosity, respect and care for others shape daily life within the UAE community. Students show a very good appreciation of UAE heritage, culture and national identity. They participate enthusiastically in cultural and national events and demonstrate pride in national traditions and symbols. Their engagement reflects a clear understanding of the values of tolerance, unity and respect that underpin Emirati society. Students demonstrate positive awareness of their own cultural identities and respect the diverse cultures represented within the school community. They speak confidently about their backgrounds and value opportunities to share cultural traditions, arts and performances. While students show openness towards other 				



cultures, their understanding of wider global contexts and global citizenship is not yet consistently well developed.				
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	N/A
<ul style="list-style-type: none">• Students lead and initiate a wide range of social and community-based activities that have a highly positive impact in the school and beyond. They demonstrate strong social responsibility through charitable and service-oriented initiatives, showing care, respect and consideration for others, including vulnerable groups and all members of the school community.• Students demonstrate an outstanding work ethic and strong initiative. They show creativity and innovation when planning, organising and managing projects, including enterprise-based activities that promote leadership, teamwork and responsibility. However, although there are many opportunities for innovation and student-led initiatives, these are not yet promoted consistently across lessons in Phases 1, 2 and 3.• Students play a leading role in environmental sustainability and conservation. They actively promote responsible environmental practices and contribute meaningfully to initiatives that support sustainability both within the school and in the wider community, reflecting a well-developed sense of environmental stewardship.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' highly positive attitudes, exemplary behaviour and very respectful relationships with teachers and other adults across the school.• Students' strong respect for, and pride in, the culture, heritage and values of the UAE.• Students' leadership of successful initiatives that contribute meaningfully to environmental sustainability and conservation.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' understanding and awareness of wider world cultures and global citizenship.• Consistency of opportunities for students to demonstrate innovation and student-led initiative across lessons in Phases 1, 2 and 3.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is very good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Very Good	Very Good	Very Good	N/A
<ul style="list-style-type: none">In most lessons, teachers provide a range of activities that promote active engagement. Lessons are well paced, purposeful and engaging, particularly in French, art, music and physical education. Learning environments are positive and stimulating, especially in FS2. Technology is used confidently by teachers across Phases 1, 2 and 3, mainly to support lesson structure, objective setting and assessment, although its use to promote research, investigation and innovation is less developed. Cross-curricular links, particularly between social studies and Islamic education, support coherence in learning.Teachers interact positively with students and establish respectful, supportive classroom relationships. Many teachers use questioning effectively to prompt reflection and develop students' thinking. In stronger lessons, students are encouraged to evaluate their own and others' work and to apply critical thinking. However, teachers do not consistently adapt learning activities to provide sufficient personalised challenge, particularly for higher-attaining students, or to promote independent learning and innovation.Students with additional learning needs receive targeted support through withdrawal sessions, language intervention and remedial programmes. While these supports are effective, teachers do not always identify learning barriers early enough during lessons, and classroom-level personalisation is not consistently embedded. As a result, the impact of teaching is less strong for a minority of students, including some higher-attaining learners.				
Assessment	Very Good	Very Good	Very Good	N/A
<ul style="list-style-type: none">Assessment processes are coherent and aligned to curriculum standards. The school has developed a sophisticated digital system for recording and analysing assessment information, which provides leaders and teachers with increasingly reliable and comprehensive measures of students' achievement and progress. This system has contributed to improving achievement in nearly all subjects. Formative and summative assessments are used consistently and are appropriately aligned to the Early Learning Goals in FS2, the English National Curriculum and UAE Ministry of Education (MoE) requirements. Students' outcomes are benchmarked against a range of external standardised assessments in both English- and Arabic-medium subjects.Internal and external assessment data are analysed regularly to monitor individual and group progress. Data is used effectively to identify underachievement, gaps in knowledge and skills, and students requiring additional or remedial support. However, while different groups of learners are clearly identified through data analysis, assessment information is not consistently used within subjects to personalise learning or to adapt tasks sufficiently for all students, particularly higher-attaining learners.				

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- Teachers generally have a sound understanding of students' strengths and areas for development. Teachers' written feedback is supportive and includes guidance for improvement, and lesson evaluations use a digital QR-based assessment system that helps students understand their progress. Peer and self-assessment strategies are used in some subjects, but not consistently. Opportunities are missed to use assessment information more precisely to inform future planning, address misconceptions and provide more targeted feedback to individual students.

Areas of Strength:

- Teachers' strong subject knowledge and use of a consistent, standardised planning approach that supports a clear lesson structure.
- The assessment and analysis systems, which provide reliable information to monitor progress and target support.
- Interactions which motivate students, build confidence and encourage them to engage actively and take pride in their learning.

Areas for Improvement:

- The consistent development of innovation, enquiry and independent learning skills across lessons in Phases 1, 2 and 3.
- The more precise use of assessment information to personalise feedback and actions for individual students, particularly those who are higher-attaining and gifted and talented.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is very good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Very Good	Very Good	Very Good	N/A

- Curriculum design and implementation are very good overall. The Cambridge and UAE Ministry of Education curricula are clearly structured and aligned with the school's vision and national priorities, supporting the development of balanced knowledge, skills and understanding. The FS2 curriculum meets early years developmental needs effectively, and statutory UAE requirements are fully met. Clear continuity and progression ensure that students are well prepared for the next phase of education.
- A broad and balanced curriculum, including art, physical education, Islamic Education and French, provides students with very good opportunities to develop their interests, talents and aspirations. In FS2 and Years 1 to 3 there is structured provision that develops early musical skills and understanding. Leaders recognise the need to build on this strong foundation by extending music provision further through Phase 2 and into Year 7 in Phase 3, to ensure greater continuity and depth of musical learning.
- In FS2, children benefit from integrated, theme-based learning through guided choice and well-resourced learning stations, including sensory, water and sand play. Decisions about subjects, enrichment and future pathways are informed through effective collaboration with parents. Well-planned cross-curricular links, including projects and club activities, strengthen the transfer of learning across subjects.
- The curriculum is reviewed regularly and informed by analysis of internal assessment information and external benchmarking. These reviews guide curriculum refinement, teaching approaches and improvement priorities, contributing to improved student outcomes over time.

Curriculum adaptation	Very Good	Very Good	Very Good	N/A
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- The curriculum is adapted effectively to meet the needs of most learners, including students with additional learning needs and those who are gifted and talented. Adaptations include enrichment activities, targeted interventions, extended learning tasks, IEPs and the use of digital platforms. These approaches support engagement and enable most students to access learning successfully.
- Curriculum adaptation promotes collaboration, communication and active engagement in lessons. Teachers increasingly link learning to real-life contexts, encouraging enquiry, reflection and problem-solving. As a result, students develop secure conceptual understanding. However, curriculum adaptations are not yet consistently precise enough to ensure sustained challenge for higher-attaining and G&T students, or to fully personalise learning for students with emerging or additional needs across all subjects.
- The curriculum also supports students' understanding of UAE culture, heritage and values through coherent and interconnected learning experiences. Students develop an appropriate awareness of national identity and social responsibility. Leaders recognise the need to continue refining curriculum adaptation so that planned adjustments are more consistently embedded within day-to-day classroom practice.



Areas of Strength:

- A well-structured and coherent curriculum aligned with national priorities.
- A broad and balanced curriculum supporting academic learning and personal development and includes strong early music provision.
- Regular curriculum review informed by internal assessment and external benchmarking.

Areas for Improvement:

- Extended music curriculum through the remainder of Phase 2 and into Year 7.
- Impact of curriculum adaptation so that learning is consistently personalised to meet the needs of higher-attaining and gifted and talented students, and those with emerging or additional learning needs.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Outstanding	Outstanding	Outstanding	N/A
<ul style="list-style-type: none">• Safeguarding arrangements are highly effective. Staff, students and families are well informed about safeguarding, supervision and safety procedures. Recently strengthened digital behaviour tracking systems have contributed to a reduction in incidents. Students actively engage in safeguarding awareness through councils, reflections, creative work and campaigns, and access support through counsellors, supervisors and QR-based reporting systems.• Supervision is exceptionally effective across arrival, dismissal, break times and transport arrangements, ensuring students' safety during transitions. Students demonstrate a secure understanding of bullying, including different forms and prevention strategies, and say that school is a safe and supportive environment.• Health and safety procedures are comprehensive and well implemented. Buildings, equipment and transport arrangements are clean, well maintained and fit for purpose. Leaders maintain strong oversight of students' safety during all school activities. Medical records and incident logs are securely managed, supported by licensed medical staff. Emergency preparation is robust, and safety procedures support students' movement and wellbeing.• The promotion of healthy lifestyles is embedded well across the school. Students understand the importance of physical activity, healthy nutrition and emotional wellbeing. Healthy eating expectations, allergy management and canteen monitoring are reinforced through parental engagement. Health education is delivered through structured wellbeing programmes, while nurse-led monitoring supports early identification of health needs. Students' participation in sporting and wellbeing activities contributes strongly to their physical, emotional and personal development.				
Care and support	Very Good	Very Good	Very Good	N/A
<ul style="list-style-type: none">• Systems to promote positive behaviour, wellbeing and inclusion are well established and implemented consistently. Clear behaviour expectations, rewards and sanctions are understood by students and staff and applied effectively. Digital behaviour tracking is used to monitor patterns and inform follow-up. Students receive guidance and wellbeing support through counselling services, emotional check-ins and student leadership.• Attendance and punctuality are managed very effectively through robust daily monitoring and proactive engagement with families. Clear systems distinguish authorised and unauthorised absence, supported by incentives, escalation procedures and direct parental communication. These arrangements contribute to outstanding attendance overall, although a small minority of students remain occasionally late.				



- The school has established structured processes to identify and support students with special education needs (SEN) and those who are G&T. Identification draws on teacher observations, assessment information, parental consultation and, where appropriate, external assessments. Support is coordinated through targeted interventions, individual plans and specialist provision, including access to an inclusion room. Enrichment opportunities for G&T students include leadership roles, competitions and participation in sporting and creative activities.
- Leaders recognise the need to further strengthen early identification of students with emerging or additional learning needs and to sharpen classroom-level personalisation. While support systems are increasingly effective, identification does not yet consistently capture all students requiring additional support, and adaptations are not always sufficiently reflected in everyday classroom practice to maximise progress for all learners.

Areas of Strength:

- Safeguarding, health and safety systems, underpinned by strong leadership oversight and consistent practice.
- Students' wellbeing, behaviour and healthy lifestyles, supported by clear systems, digital monitoring and effective guidance.
- Support structures for students with additional learning needs and those who are gifted and talented, including coordinated interventions, specialist provision and enrichment.

Areas for Improvement:

- Early identification and monitoring of students with emerging or additional learning needs, ensuring systems capture all students requiring support at the earliest stage.
- Ensuring support plans are consistently reflected in everyday teaching, enabling all students to make stronger progress.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is very good overall.

Indicators:

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

- Leaders provide clear strategic direction for the school. Senior leaders demonstrate a secure understanding of curriculum requirements, assessment expectations and of the UAE School Inspection Framework. The school is fully compliant with statutory requirements. Strategic priorities align well with the UAE National Agenda and national education priorities. Leadership roles and responsibilities at senior and middle levels are clearly defined, and promote a shared sense of purpose, strong relationships and accountability, sustaining a highly positive culture for learning throughout the school.
- Leaders demonstrate strong capacity to sustain improvement. Senior and middle leaders communicate expectations clearly and work cohesively to drive improvement. Leaders rightly recognise the need to strengthen teachers' responsiveness to learners' differing needs. Leaders are reflective and forward-looking, maintaining momentum while continuing to build capacity for further improvement.
- Self-evaluation processes are systematic and informed by a wide range of data, supported by a comprehensive digital assessment and analysis system that provides insights into students' achievement and progress. The monitoring of teaching is regular and supports leaders' understanding of learning over time. Priorities identified through self-evaluation are reflected in the School Improvement Plan (SIP), contributing to improvement since the last review. Self-evaluation and improvement planning would benefit from more fully reflecting the breadth of provision and emerging priorities.
- Partnerships with parents are highly effective and embedded across the school. Parents are actively involved in school life and contribute meaningfully to improvement through councils, surveys, meetings and dialogue with leaders. Communication is clear and responsive, and reporting systems are comprehensive and well understood, giving parents a secure understanding of their children's academic progress, wellbeing and personal development.
- The school makes valuable contributions to the local and national community, with a growing contribution at an international level. Well-established partnerships with community organisations and other schools enrich students' learning experiences, wellbeing and personal development. Leaders are extending international partnerships to enhance students' global awareness, cultural understanding and engagement beyond the school community.
- Governance is outstanding and plays a highly influential role in shaping the school's strategic direction and sustaining improvement. The governing body represents key stakeholders, including parents, staff and students, and brings a strong range of professional and



educational expertise that strengthens decision-making. Governors are exceptionally well informed about the school's performance and provide robust challenge and strategic support, ensuring strong accountability. They monitor progress rigorously and ensure full compliance with statutory and regulatory requirements. They oversee the effective allocation of staffing and resources. Governance is ambitious and forward-thinking, with plans to further enhance capacity, including broadening international expertise within the governing body to support leadership development and the school's global outlook.

- The day-to-day management of the school is efficient and very well organised. Staffing levels are sufficient and staff are suitably qualified, with recent professional development for teaching assistants having a strong positive impact on classroom practice, particularly in FS2 and Year 1. Staff are deployed effectively to support teaching and inclusion.
- The premises are ageing but well maintained and fit for purpose, and facilities are managed effectively. Resources are generally very good. However, there is scope to enhance practical mathematical resources for younger learners and to continue to develop technological resources to support the school's strategic focus on AI-enhanced learning.

Areas of Strength:

- The impact of the principal, senior leadership team and governors in establishing and sustaining a clear direction and positive culture for learning.
- Robust leadership and governance ensuring accurate self-evaluation, strong accountability and sustained capacity for improvement.
- The partnerships with parents and the wider community characterised by strong communication and engagement on each side.

Areas for Improvement:

- Securing meaningful international partnerships to strengthen leadership and governance capacity and enhance students' global awareness and understanding.
- The effectiveness of inclusion by supporting middle leaders and teachers to identify and respond more consistently to students with emerging or additional learning needs.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 28 teachers supporting Arabic language subjects, giving a student–teacher ratio of 1:62.
- The school library contains 1,124 fiction and 575 non-fiction books to support Arabic language learning.
- Reading skills are developed through classroom teaching using strategies such as the one-minute strategy, reading progression and the Little Reader programme, supported by classroom libraries, an Arabic electronic library and online tools, including Kahoot and quiz platforms. These approaches also support learning in Islamic Education and social studies.
- Reading is strengthened through initiatives such as the Kutubee electronic library, which provides levelled Arabic texts to support fluency and comprehension, alongside activities including Knights of Poetry, My Books and A Character from My Favourite Book.
- Parents contribute by reading aloud in classes, and the Young Journalist initiative further promotes Arabic literacy.

The school's use of external benchmarking data

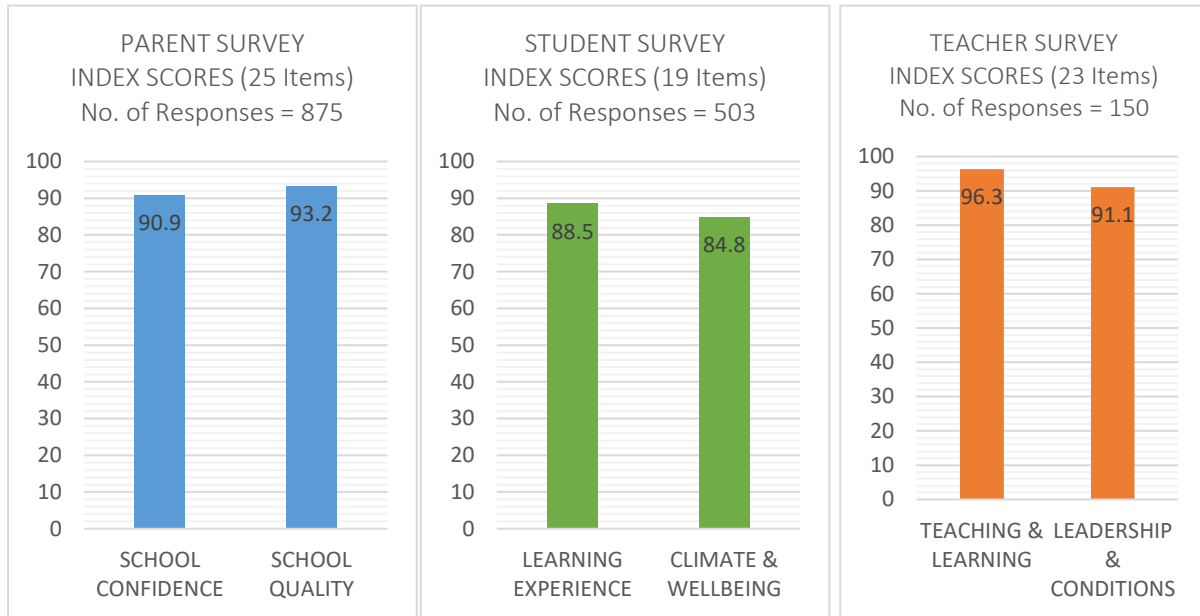
- Nearly all students participate in a range of international assessments, including CAT4, Arabic IBT, TALA, Mubakkir, Progress Tests in English, science and mathematics, and Cambridge Checkpoint tests.
- Students are prepared for assessments through curriculum-integrated approaches, which are embedded in the school's assessment policy and reporting systems and shared with parents through meetings and coffee mornings. The 'zero-period' lesson supports students' emotional readiness and stress management.
- Assessment outcomes are communicated to parents via email and the school's management system, and students attend sessions where results are explained. During these sessions, students triangulate external assessment results with internal data and CAT4 outcomes to set SMART goals and action plans, which are reviewed and signed by parents and included in students' profiles.

Provision for KG

- There are 11 teachers and 11 teaching assistants in FS2, with a teacher–child ratio of 1:21.
- The indoor and outdoor learning environments are appropriately equipped to support teaching and learning. Classrooms include learning centres with rotating resources, alongside smartboards, whiteboards and interactive materials, including Cambridge Little Steps.
- Outdoor provision includes playgrounds, garden areas and a sensory space supporting physical development. Plans are in place to further develop the learning environment through the introduction of a small farm area.
- Parents are engaged through orientation sessions, newsletters and coffee mornings. Transition arrangements support continuity between FS2 and Year 1 through collaborative planning, meetings between teachers and a range of transition activities.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve student achievement so that it is consistently outstanding across all subjects and phases by:
 - Further embedding adaptive and differentiated teaching so that learning is personalised for all groups of students, including higher-attaining and G&T students.
 - Ensuring curriculum planning provides appropriate challenge, depth and progression across subjects and phases.
 - Strengthening the work of the inclusion team by refining identification and support systems for students with emerging, additional or identified learning needs.
- Develop international partnerships to support leadership development and enhance students' global awareness, by:
 - Strengthening collaborative links with schools and educational organisations beyond the UAE to support the development of teaching and the curriculum.
 - Developing partnerships which broaden students' cultural understanding.
 - Providing senior and middle leaders with opportunities for international collaboration to deepen strategic thinking and school improvement.
- Further strengthen the school's inclusive practice and the impact of the leadership of this area, by:
 - Extending the professional development for middle leaders to increase their impact on inclusive practice across the school.
 - Strengthening leaders' oversight of early identification so that teachers are confident to recognise and respond to a wider range of learning needs.
 - Refining graduated support systems to ensure interventions are consistently implemented and reviewed and evaluated regularly.



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.