



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)

AL ANSAR INTERNATIONAL PRIVATE SCHOOL
18 to 21 November 2024



إتقان ITQAN

Overall
Effectiveness
VERY GOOD

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PURPOSE AND SCOPE

Sharjah Private Education Authority (SPEA) is grateful to Sharjah private schools and their stakeholders including students and their parents, teachers and staff, school leaders and governors for sharing their views of the school and engaging with our review teams during this School Performance Review (SPR). This report shares the findings of this four-day review. It identifies strengths and areas for improvement along with strategic recommendations intended to help the school bring about its own improvement.

Purpose

The main purpose of this SPR is to assist schools in their continuous improvement journey through an external validation of their progress, quality and capacity to improve in the context of Sharjah Private Education Authority's (SPEA) vision to achieve *'Excellence in Education'* by 2024. SPEA has been a pioneer in supporting the private education sector in Sharjah, driven by its mission of *'Enabling the learner's community to grow and achieve aspiring outcomes through supportive and effective services.'* This new and innovative approach to school review is an important part of our strategy for achieving this vision because it supports continuous school improvement.

Scope

This review is guided by Performance Standards 1 to 6 and seventeen related Performance Indicators taken from the 2015-16 UAE School Inspection Framework. These Performance Standards relate to Students' 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

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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	108
	School location	Al Gharayen 3
	Establishment date	01/09/2001
	Language of instruction	English
	School Curriculum	UK National Curriculum for England (NCfE)
	Accreditation body	Cambridge, Edexcel, Oxford, AQA
	Examination Board	Cambridge, Edexcel, Oxford, AQA
	External Assessments	International General Certificate of Secondary Education (IGCSE)
	International and Curriculum Benchmark Assessments	Advanced (A) level Advanced Subsidiary (AS) level Cognitive Abilities Test (CAT4) Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS) Progress in International Reading Literacy Study (PIRLS) Emirates Standardized Test (EmSAT) International Benchmark Tests (IBT) TALA assessments Advanced Placement (AP) International Benchmark Test (IBT) Arabic Benchmarking Test (ABT) UK Phonics Screening Test Progress Tests Series (PT) English, mathematics and science
	Fee Range	AED 16,000 to AED 29,500
Staff	Principal	Mona Farroukh
	Chair of board of governors	Asem Al Salem
	Total number of teachers	173
	Total number of teaching assistants	27
Students	Turnover rate	8%
	Teacher: student ratio	1:16

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Total number of students	2,730
Total number of students per phase	Phase 1: 184 Phase 2: 1425 Phase 3: 989 Phase 4: 132
Pre-KG: number and gender	Phase 1: (FS1) Boys: 15 Girls: 16
KG: number and gender	Phase 1: (FS2) Boys: 75 Girls: 78
Phase 2: number and gender	Phase 2: (Y1 to 6) Boys: 745 Girls: 680
Phase 3: number and gender	Phase 3: (Y7 to 11) Boys: 540 Girls: 449
Phase 4: number and gender	Phase 4: (Y12 to 13) Boys: 61 Girls: 71
Total number of Emirati students	644
Pre-KG: Emirati number and gender	Phase 1: (FS1) Boys: 5 Girls: 2
KG: Emirati number and gender	Phase 1: (FS2) Boys: 24 Girls: 30
Phase 2: Emirati number and gender	Phase 2: (Y1 to Y6) Boys: 222 Girls: 167
Phase 3: Emirati number and gender	Phase 3: (Y7 to 11) Boys: 117 Girls: 77
Phase 4: Emirati number and gender	Phase 4: (Y12 to Y13) Boys: 0 Girls: 0
Nationality groups (largest first)	1. Egyptian 2. Pakistani
Total number of students with special educational needs	46

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PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
GOOD	VERY GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 194 lesson observations, 123 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. This is an improvement since the previous review in 2023. The principal along with the dynamic governing body and key stakeholders has set a comprehensive plan for improvement to meet national priorities and improve overall standards. This has resulted in the improvement of teaching and assessment across all subjects. The Early Years Foundation Stage (EYFS) curriculum has made a positive impact on children's cognitive development. Care, guidance and support and students' personal and social development show improvement. Historical weaknesses in leadership have been eradicated. The learning environments are very well resourced.

KEY AREAS OF STRENGTH:

- Students' improved attainment in IGCSE across subjects and excellence in PISA.
- Students' good or better progress across all subjects.
- Students' attitudes, very caring relationships and excellent work ethic.
- The outstanding care, guidance and support.
- The positive influence of key stakeholders.
- The professional local, national and international partnerships.
- The bold leadership and strategic direction from the principal.

KEY AREAS FOR IMPROVEMENT:

- Students' achievements in Phases 2 and 3 to the next level.
- The consistency of teaching throughout the school.
- The capacity of senior and middle leaders so that they are more impactful and accountable.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is very good overall.

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

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Islamic Education

- Students' achievement in Islamic Education is good overall. It is good across Phases 2, 3 and 4. In lessons and students' work overtime, the majority of students make better than the expected progress. This does not align with the school's internal data, which indicates very good progress in Phases 3 and 4.
- Internal data shows that students' attainment is very good across Phases 2, 3 and 4. Lesson observations and students' work show that the majority of students attain above curriculum expectations.
- In Phase 2, students demonstrate a solid understanding of Islamic law and etiquettes, such as performing the five daily prayers and connecting them to Islamic values. Students can recite and memorise short Surahs, explaining their meanings require further development. In Phase 3, students effectively integrate knowledge from Holy Qur'anic verses and Noble Hadeeth to deepen their understanding of key Islamic events, such as Al-Israa and Al-Mi'raj. They demonstrate progress in analysing the significance of Hajj rituals and connecting these to Islamic values. Students' ability to recite using Tajweed rules is not as well developed. In Phase 4, students develop good analytical skills through interpreting Holy Qur'anic verses and their scientific miracles, such as the reference to fingerprints. They relate Islamic teachings to contemporary global matters, such as environmental sustainability and ethical leadership, demonstrating mature critical thinking. Students demonstrate good progress in reciting Holy Qur'anic verses, understanding Noble Hadeeth, and linking Islamic teachings to their daily lives.
- Overall, the majority of students make better than expected progress. Higher attaining students across all phases show critical thinking when linking Islamic values to societal and global contexts.

Areas of Strength

- Students' knowledge of Holy Qur'anic verses and Noble Hadeeth in Phases 3 and 4.
- Students' ability to connect Islamic values to environmental conservation in Phase 4.

Areas for Improvement

- Students' ability to explain the meaning of Surahs in Phase 2.
- Students' recitation skills using Tajweed rules in Phases 3 and 4.



Arabic First and Second language

- Students' achievement in Arabic as a First Language (AFL) and Arabic as a Second Language (ASL) is good overall across all phases. In lessons and students' work, the majority of students make better than expected progress over time in listening, speaking, reading and writing. This does not align with the school's internal data for AFL, which indicates very good progress in Phases 3 and 4. In ASL, internal data highlights very good progress in Phases 2, 3 and 4.
- Internal and external data shows that attainment is very good for both AFL and ASL across Phases 2, 3 and 4. External assessment data for IGCSE Arabic is outstanding in Phase 3. IBT test results for Phases 2 and 3 show that achievement for Arab and non-Arab learners is above benchmarks. This is not consistently reflected in lessons and students' work, where the majority of students in Phases 2, 3 and 4 attain above curriculum standards.
- In Phase 1, the majority of students demonstrate secure foundation skills, in recognising, pronouncing, and writing Arabic letters. In AFL in Phase 2, students can read short stories, identify their main ideas, and respond using standard Arabic. In ASL in Phase 2, students read simple passages and answer related questions. Students' reading fluency and comprehension skills are underdeveloped. In AFL in Phase 3, students can identify poetic themes, interpret meanings, and undertake simple analyses. The use of standard Arabic remains consistence. In ASL in Phase 3, students can identify opposites in texts and understand key ideas. They show limited fluency in responding in standard Arabic. In AFL in Phase 4, students analyse short stories, demonstrate good comprehension of themes, character development and key events. They confidently express interpretations in discussions and show growing proficiency in structuring ideas and offering critiques in their written work. In ASL in Phase 4, students can read paragraphs and extract main ideas. Their speaking using standard Arabic confidently remains a challenge across all phases.
- Overall, the majority of students, including different groups, make better than expected progress in AFL and ASL.

Areas of Strength

- Students' letter recognition and vocabulary acquisition in AFL in Phase 1.
- Students' analytical skills in poetic and narrative texts in AFL in Phases 2 and 3.

Areas for Improvement

- Students' reading fluency and comprehension in AFL and ASL in Phase 2.
- Students' speaking fluency in standard Arabic in ASL across all phases.



Social Studies

- Students' achievement in social studies is very good overall. In lessons and students' work, a large majority of students in Phases 2 and 3 make better than expected progress over time. This aligns with the school's internal assessment data, which also indicates very good progress in both phases.
- Internal assessment data shows that attainment is very good in Phases 2 and 3. This is reflected in lessons and students' work, where a large majority of students attain above curriculum expectations. There is no external assessment data for social studies.
- In Phase 2, students demonstrate a comprehensive understanding of UAE cultural and historical heritage, including the significance of the UAE constitution, workers' rights, and civil liberties. They can discuss the importance of cultural heritage and its connection to national identity. Some students require guidance in making these connections. In Phase 3, students can analyse key aspects of the UAE's economic and social development, including sustainability initiatives such as the use of solar panels and water conservation to reduce pollution. They also explore the role of leadership in fostering the nation's growth and stability. Students' ability to critically evaluate case studies and suggest practical solutions for global challenges remains underdeveloped.
- Overall, a large majority of student groups make better than expected progress.

Areas of Strength

- Students' understanding of UAE heritage and cultural values in Phase 2.
- Students' knowledge of sustainability initiatives and their impact on the UAE's development in Phase 3.

Areas for Improvement

- Students' ability to connect cultural heritage with national identity in Phase 2.
- Students' ability to evaluate global challenges and propose practical solutions in Phase 3.



English

- Students' achievement in English is very good overall. In lessons and students' work over time, a large majority make better than expected progress in all phases. This aligns with the school's internal data which shows very good progress across all phases.
- Internal assessment data indicates a large majority of students attain above curriculum standards. This does not match with what is seen in lessons where the majority of students attain above curriculum standards in Phases 2 and 3 and a very large majority attain above curriculum standards in Phases 1 and 4. External assessment data for IGCSE English is outstanding in Phase 3. For AS and A level attainment is not yet at the national benchmark. Students' performance in the PTE external assessment is below the national benchmark.
- In Phase 1, children build their knowledge of phonics successfully and read a range of words with confidence. Students in Phase 2 can explain their learning using extended technical language and references to wider world topics such as sustainability, environmental awareness and conservation. They can read books of different genres and enjoy using the interactive reading packages. Students' oracy and presentation skills in English are very good across phases. Students learn about rare birds and can write vivid descriptions. Students in Phase 3 can write retrospective journals to demonstrate their use of the past tense. In Phases 3 and 4, students develop persuasive and argumentative language skills. They can use research as evidence to support their ideas. They speak confidently and with increasing accuracy and demonstrate very good listening skills in debates and discussions. Their extended writing skills are less well developed in Phases 3 and 4. In Phase 4 students can use accurate grammar conventions and can write and debate using complex and sophisticated language. Debating teams use effective speaking skills and capture the attention of a large audience talking about global sustainability and the power of education in the future and presenting facts in a neutral way. When challenged they can elaborate with examples and further explanation. In their writing, they have difficulty making links to economic and political contexts globally.
- Overall, student groups make similar rates of progress

Areas of Strength

Areas for Improvement



	<ul style="list-style-type: none"> • Children's knowledge of phonics and reading skills in Phase 1. • Students' oracy and presentation skills across all phases. • Students' speaking, listening skills and their confidence in discussions and debates in Phases 2, 3 and 4. 	<ul style="list-style-type: none"> • Students' extended writing skills in Phases 3 and 4. • Students' writing that makes links to economic and political contexts globally in Phase 4.
Mathematics	<ul style="list-style-type: none"> • Students' achievement in mathematics is very good overall. In lessons and students' work over time, a large majority of students make better than expected progress in all phases. This aligns with the school's internal assessment data which shows a large majority make good progress across the school. • Internal data shows that a large majority of students attain above curriculum standards across all phases. This does not align with what is seen in lessons and students' work where a large majority of children in Phase 1 attain above curriculum standards and the majority attain above curriculum standards in the other three phases. In IGCSE examinations, the majority of students attain above curriculum standards; in AS and A level, most students' attainment is in line with curriculum standards. Students' progress in PTM is below the national benchmark. • In Phase 1, children can identify numbers, representing and comparing them using objects. In Year 1, children sequence numbers up to 30 and in Year 2 they can compose and decompose numbers. In Phase 2, students can perform operations on fractions, decimals and represent percentages as fractions and decimals. In geometry, students can find the perimeter of 2-Dimensional shapes by measuring the total length of a closed figure. In Year 9, students can find the perimeter of compound shapes and compare them to their areas. In Year 8, students derive formula to find the circumference of a circle. Students make links with real-life situations; for example, they can calculate the perimeter of the UAE's flag. In Phase 3, students can find the height of school buildings by constructing and using a clinometer. They know how to research to find out the height of the Burj Khalifa and compare their estimates to the actual height. Students demonstrate confidence in number sense and arithmetic operations. Students' mental mathematical skills are not well developed particularly in Phase 3. Students' mathematical thinking and their interpretation skills are underdeveloped. • Generally, girls perform better than boys and students with special educational needs (SEN) make consistent progress from their starting points. 	
	Areas of Strength	Areas for Improvement

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	<ul style="list-style-type: none"> Children's number sequencing in Phase 1. Students' knowledge of number quantity and arithmetic operations across the school . Students' geometry skills in Phase 3. 	<ul style="list-style-type: none"> Students' mental mathematical skills in Phase 3. Students' mathematical thinking and interpretation skills across all phases.
Science	<ul style="list-style-type: none"> Students' achievement in science is very good overall. In lessons and in their work over time, a large majority of students make better than expected progress across all phases. This aligns with the school's internal data, which shows very good progress overall. Internal data indicates that attainment is very good overall. This does not match what is seen in lessons and students' work where a large majority of children attain above curriculum standards in Phase 1 and the majority attain above curriculum standards in the other three phases. Students' attainment in the PTS external assessment in science is below national benchmarks. In Phase 3, attainment is very good for IGCSE. In Phase 4, attainment varies at AS and A level. It is good in biology. It is below the national benchmark in chemistry and physics. In Phase 1, children can recognise and discuss shadows, experimenting with objects and light sources to understand how shadows are created and manipulated. In Phase 2, students can identify everyday materials such as wood, plastic, and metal and investigate how different surfaces affect frictional forces. Insufficient opportunities are planned for students to extend their experimental skills and as a result they cannot design and complete investigations to test their own hypotheses following scientific methods. In Phase 3, physics students analyse and explain how infrared radiation transfers thermal energy without a medium. Biology students design nutrient-based treatment plans to show deficiency diseases. Students' laboratory reports lack thorough independent conclusions. In Phase 4, biology students investigate how milk concentration affects its sinking time through copper sulphate. Chemistry students analyse and predict the formation and stability of complex ions involving transition metals. Overall, different groups of students make similar rates of progress. Girls typically make better progress than boys. 	
	Areas of Strength	Areas for Improvement

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	<ul style="list-style-type: none"> Children's ability to conduct experiments and understand outcomes in Phase 1. Students' application of scientific knowledge in Phase 4. 	<ul style="list-style-type: none"> Students' experimental skills, investigation and application of scientific methods in Phase 2. Students' ability to draw conclusions from laboratory reports in Phase 3.
Other subjects	<ul style="list-style-type: none"> Students' achievement and progress over time in other subjects is good overall in Phases 1, 2 and 3 and very good in Phase 4. The school's internal assessment data shows attainment is very good overall and good in Phase 2. There is no data available for Phase 1. This does not match with the attainment seen in lessons and students' work where the majority of children and students attain above curriculum standards in Phases 1, 2 and 3 and a very large majority attain above curriculum standards in Phase 4. The external assessment data for IGCSE examinations in Phase 3 in accounting, business studies, computer science and information technology indicate attainment is good overall. The external assessment data for AS and A level examinations in computer science and information and communication technology is below the national benchmark. In Phase 1, children in physical education (PE) develop their gross motor skills through a range of basic movement exercises, such as skipping, hopping and balancing on one leg. In Phase 2, students are engaged in running, jumping, throwing and catching to develop their ball skills. In Phase 2, students in art develop their drawing skills by focusing on animal habitats. In information technology students build on their computing skills by designing posters for UAE's National Day by raising awareness of cyber security. In Phase 3, students in information technology extend their computing and innovation skills by using python software to design games for younger children. In Phase 3, business studies students develop knowledge of business and finance when considering depreciation and the globalisation of business. Students cannot provide real-life examples to explain their understanding. In Phase 4, a large majority of students very successfully enhance their understanding of commerce by comparing and contrasting business objectives. Overall, the different student groups make similar rates of progress. Girls tend to make better progress than boys. 	
	Areas of Strength	Areas for Improvement

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	<ul style="list-style-type: none"> Children's and students' development of gross motor skills in PE across all phases. Students' innovation skills in information technology across Phases 1, 2 and 3. Students' understanding of business and commerce in Phase 4. 	<ul style="list-style-type: none"> Students' ability to link concepts to real-life contexts in Phase 3.
Learning Skills	<ul style="list-style-type: none"> Students' learning skills are good overall and very good in Phase 4. Almost all students enjoy learning and show positive attitudes towards their lessons. The majority of students in Phases 1, 2 and 3 and a large majority in Phase 4 take responsibility for their own learning and know their strengths and weaknesses. They know and understand what they have learned and are able to take steps to improve their work. The majority of students in Phases 1, 2 and 3, and a large majority of students in Phase 4 work productively in groups and collaborate well in a range of learning situations. Across all phases, they communicate well, listen to their peers, exchange ideas, and are eager to share their learning. The majority of students across Phases 1, 2 and 3 and a large majority of students in Phase 4 make clear connections in their learning with the wider world and their everyday experiences. Their application of learning to real-life situations, problems and events is a developing feature of their learning. Students are enterprising individuals, and the majority can find things out for themselves and use technologies to support their learning. They have insufficient access to activities that develop their enterprise and creative skills. Students' critical thinking and problem-solving skills are developing in the lower phases particularly in information technology, although these skills are not being consistently developed in all subjects and phases, particularly in Phases 2 and 3. 	
	Areas of Strength	Areas for Improvement

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	<ul style="list-style-type: none"> Students' enjoyment of learning across all phases. Students' collaboration and communication skills in Phase 4. 	<ul style="list-style-type: none"> Students' more frequent engagement in enterprise and creativity across all subjects in all phases. Students' engagement in critical thinking and open-ended problem solving, particularly in Phases 2 and 3.
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**PERFORMANCE STANDARD 2:
STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS**

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

	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students' personal and social development are outstanding overall. Students across all phases have very positive attitudes towards learning. The school's initiative: 'I Discover and Know' addresses students' behaviour, responsibility, and attendance extremely well, resulting in students' strong self-reliance and the ability to receive critical feedback very positively. Through peer mentoring programmes led by senior students the 'Be a Buddy Not a Bully' programme encourages students to be consistently self-disciplined and to respond to others in a very caring and inclusive way. Students demonstrate exemplary behaviour, including in assemblies. A minority of boys in lower school do not always show self-reliance.
- Relationships among students and staff are sensitive, wholly supportive and highly respectful. The merit-based reward system reinforces and rewards students' positive behaviour, ensuring high expectations are consistently met. Students understand their own responsibilities for self-discipline.
- Students demonstrate a secure understanding of safe and healthy eating. Healthy lifestyle awareness is promoted very effectively through programs such as the '30/30' challenge, World Health Day, and Heart Day. Events such World Diabetes Day and bulletin boards on healthy foods further support these efforts. Supervisors check lunchboxes to encourage healthy eating, while notices sent home to parents emphasise the importance of nutrition. These initiatives

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have had a highly positive impact on reducing the body mass index (BMI) and obesity levels in the school.

- Attendance is very good at 96%. Students almost always arrive to lessons and school on time.

Understanding of Islamic values and awareness of Emirati and world cultures

Very Good

Very Good

Very Good

Very Good

- Students have secure understanding and appreciation of Islamic values, engaging in daily prayers, Holy Qur'an recitation sessions, and competitions such as the Noble Hadeeth and Holy Qur'an contests. Initiatives such as the Hijab Queen celebrate students' Islamic identity. Students reflect Islamic values in their commitment to learning, their respectful manners and their kindness to one another.
- Emirati culture is celebrated through events such as National Day, Flag Day, Martyrs' Day and Haq Al Laila'. Cultural corners in all sections of the school's environment and traditional dance performances by the Yola team further strengthen students' understanding of UAE heritage.
- Students demonstrate a deep understanding, awareness and appreciation of their own and other world cultures. Awareness of global cultures is promoted through activities such as the Global Village event, where each class represents a country with cultural displays, traditional food, and performances. Assemblies and discussions on diversity enhance students' appreciation for world cultures. Lessons regularly highlight world cultures and diversity, broadening students' global perspectives.

Social responsibility and innovation skills

Outstanding

Outstanding

Outstanding

Outstanding

- Students strongly engage in community service and social responsibility projects through initiatives such as tree planting, volunteering at residential homes, and participating in charity events with the Red Crescent. Events such as Food Wallet Day and Ramadan food distribution further instil in students' a keen sense of responsibility and deep empathy towards others. The student council organises charity events such as the 'Dad and Son Marathon', the Community Outreach Programme, and anti-bullying campaigns which have high impact on students' social responsibility.

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- Students have an excellent and positive work ethic. Innovation skills are promoted through a wide range of entrepreneurship projects, including artificial intelligence (AI) feedback systems, gaming and coding clubs, and science fairs. Students participate pro-actively in competitions such as the Hackathon, model united nations (MUN), sustainability challenges, science, technology, reading, engineering, art and mathematics (STREAM) projects, and the Emirates' Institute of Business Finance Competition. Weekly clubs, such as robotics, debating, football, art, and fresh juice contribute significantly to supporting students' interests and the development of their critical thinking skills.
- Students show an insightful understanding of environmental matters. Their awareness is keenly promoted through activities such as recycling projects, planting in the school's garden, and the Green Corner competition. The Sustainability Committee, led by senior students, initiates and organises workshops and assemblies to enforce recycling and promote sustainable practices. Students do not always take the lead on initiatives in Phases 2 and 3.

Areas of Strength:

- Students' highly positive attitudes, inclusive behaviour and very caring relationships across all phases.
- Students' strong engagement in community service and social responsibility projects across the school.
- Students' excellent and positive work ethic across the school.

Areas for Improvement:

- Students' self-reliance, particularly boys in the lower school.
- Students' skills to take the lead on initiatives in Phase 2 and 3.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
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Teaching for effective learning	Good	Good	Good	Very Good
<ul style="list-style-type: none">• The quality of teaching and assessment is good overall and very good in Phase 4. Most teachers demonstrate good subject knowledge and understand how students learn. The school conducts rigorous continuous professional discussion along with a monitoring and mentoring programme in order to upskill teachers. Teachers use a variety of AI tools that consistently impact positively on learning. Students use their own devices to gain access to online learning tools.• Lessons are planned carefully with consideration to students' needs. Lessons include discussions, collaborative and independent learning tasks to engage all. Teachers across all phases use questioning to promote curiosity and engagement. The majority of teachers are successful in creating warm and welcoming environments that promote opportunities for skilled learning.• Teachers plan differentiated tasks to engage learners. Early finisher tasks, and challenge questions are readily available. Teachers engage students with personalised learning tools. Students with SEN are supported with Individual Education Plans (IEP), Advanced Learning Plans (ALP) and shadow teacher support along with customised learning tasks.• Teachers encourage students to take responsibility for their own learning, Teachers provide work that includes problem-solving and critical thinking tasks. The opportunities provided for innovation and independent research in lessons are a developing feature in all phases.				
Assessment	Good	Good	Good	Good
<ul style="list-style-type: none">• Internal assessment practices are coherent and consistent, providing information about students' individual progress against curriculum standards. The school uses diagnostic assessment, pre- post assessments and learning trackers that provide accurate information about students' individual progress. Teachers use a range of assessment strategies such as concept maps, presentations, peer review along with online assessment tools.• The school has a comprehensive system to analyse students' performance and provide detailed analysis of students' progress. The school benchmarks students' outcomes against national and international standards including PISA, TIMSS and PIRLS. Both internal and external assessment results are analysed carefully to identify students' gaps in learning to inform teachers' planning. Analysis is carried out to identify trends, patterns of attainment and individual progress. Students' progress is analysed based on subject-based skills and areas of				

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intended learning. Teachers use assessment results of formative and summative assessment data in their lesson planning. All teachers plan differentiated tasks to cater for students' abilities. Targets are not routinely set for all students, particularly the gifted and talented (G&T).

- Most teachers are aware of their students' strengths and areas for improvement. These are derived from assessment outcomes and learning trackers. The school initiated the Strength, Improvement and Response (SIR) strategy to provide feedback on students' progress. This strategy is not yet used by all teachers across all subjects to help learners know how to improve their work. In some of the best lessons, teachers encourage students to use self- and peer-assessment. Teachers do not consistently use this assessment method across all subjects and phases.

Areas of Strength:

- Teachers' promotion of a positive learning environment, their planning and positive interactions with students across the school.
- Teachers' use of assessment results including the benchmarking of students' outcomes against national and international expectations across the school.
- Teachers' use of the detailed skills-based analysis of students' progress to inform their planning in all phases.

Areas for Improvement:

- Teachers' levels of challenge for G&T students in lessons in all phases.
- Teachers' constructive written feedback and use of targets to inform students of their next steps across all phases and subjects.
- Teachers' use of self- and peer-assessment so that students can learn from each other in all phases.

PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is very good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
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Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Curriculum design and implementation are very good overall across all phases. The NCfE has a clear rationale. It is aligned to the Emirates' and national vision. The curriculum is broad, balanced, age-appropriate and well-planned to prepare students for external IGCSE, AS and A level examinations. The curriculum also meets statutory requirements, including those required by the MoE. Students are very well prepared for their next stage in learning.A wide range of curricular options provide older students, with a broad choice to meet their interests and aspirations. Close consultation with parents and students supports the decision-making process about subjects, courses and career choices. This ensures that students are fully prepared for their chosen careers and future educational pathways.Cross-curricular links are well-planned and made clear in lessons. In the best lessons, teachers use real-life examples and the UAE context to extend learning further. Regular reviews and updating of the curriculum content, teaching and processes are now strong features across the school. These reviews consider students' academic and personal development together with performance data, the needs of the external benchmarking tests and examination board requirements in Phase 4.				
Curriculum adaptation	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The school is very successful in ensuring that teachers modify the curriculum to meet the needs of all groups of students. The curriculum provides a wide range of interesting opportunities designed to motivate and build on students' learning. The curriculum now provides a diverse range of subject choices which offer numerous options for students following examination courses. Opportunities for enterprise, innovation, and creativity are strongly promoted in information technology. Although these aspects require further development across all subjects. Social contribution opportunities are provided across the curriculum where students participate in activities to support the community. Students' engagement in a planting project deepens their understanding of conservation and sustainability. A wide programme of extra-curricular activities within and outside the school significantly enhances students' academic and personal and social development.Curriculum modifications are generally well planned to meet the needs of most groups of students. The modifications do not yet consistently ensure sufficient challenge for G&T				

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students across subjects, nor do they engage students more consistently in enterprise, innovation, and critical thinking across the school. Students are encouraged to enter competitions and are rewarded for their work, for example, the 'Critical Thinker' badge.

- The curriculum supports students' knowledge and understanding of the heritage and culture of the UAE and Islamic values very well. The school's Emirati Action Plan is a very positive feature in promoting students' engagement in UAE cultural events. There are relevant links across subjects. Students regularly recite verses from the Holy Qur'an in the morning assembly. Islamic values are well integrated in all aspects of students' lives through assemblies, lessons and the celebration of national festivals and events.

Areas of Strength:

- The enhancement of the curriculum that includes examination options to meet the interests and aspirations of students, especially in the upper phases.
- Students' engagement in UAE cultural events and traditions through the school's Emirati Action Plan in all phases.

Areas for Improvement:

- Students' more regular engagement in enterprise and innovation activities across all subjects.
- Students' suitable challenge in the curriculum, notably for G&T students in lessons in all phases.

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	Outstanding	Outstanding	Outstanding	Outstanding

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child protection /safeguarding				
<ul style="list-style-type: none">• The protection, care, guidance and support of students is outstanding overall. The rigorous health and safety procedures, including highly effective arrangements for child protection, ensure everyone is fully aware of them. All staff are highly trained and certified to offer exceptionally effective professional support. All staff receive a thorough induction. They are fully conversant with the procedures for protecting students and know what to do should they suspect any form of abuse or abuse is reported to them.• Buildings and equipment are maintained and are in an excellent condition. The school maintains thorough and very detailed security records including records of any incidents. A monitored closed-circuit television (CCTV) system is in operation across the school to ensure the safety of students. Supervision staff monitor school corridors and school transportation. Record keeping is of a high quality and up to date. The school is clean and safe. Students state that they feel safe in school; parents reinforce this. Students are aware of how to report any concerns and to whom they should report. Recent highly successful cooperation with the Civil Defence confirmed the school's renewed licence for fire safety.• The school's very effective promotion of safe and healthy living has a high profile. It is consistently promoted through sessions on healthy eating, special awareness raising events and cross-curricular themes. School clubs offer excellent opportunities to understand preventative health care with diabetes and heart function awareness. The school nurse contributes to school assemblies with presentations about healthy lifestyles. World Food Day and other awareness raising assemblies support the high profile of healthy lifestyles. The school supports students and their families in combatting childhood obesity. This highly successful programme works with 285 students and their families to develop individual support plans. The impact of this work identifies that 13% of students have made outstanding progress with their weight management.				
Care and support	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• The care and support for students is very good overall. Relationships between staff and students are highly supportive. The school has a successful behaviour management system in operation.• Daily attendance is very effectively managed by heads of school section, school supervisors and heads of departments. The process for managing school attendance and punctuality is rigorous and successful in promoting very good attendance and punctuality. Attendance is not yet outstanding.				

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- Procedures for the identification of students with SEN and the identification of G&T students are rigorous and effective.
- Students who are G&T are not always provided with sufficient challenge or extended activities. Provision for G&T students outside of lessons, such as through extra-curricular and enrichment activities is very good.
- Students are closely monitored to ensure their wellbeing, social, physical, emotional and personal development. Careers guidance, including links to higher education, supports older students' next step aspirations. An effective and supportive career guidance programme is provided for Phase 4. National and international links support students well. The school annually hosts a high-profile event where universities are invited to offer information for students about potential pathways. Former students work with the school by participating in careers events and offering inspirational talks to motivate students, many of whom progress to prestigious universities in Phase 4.

Areas of Strength:

- The reduction in childhood obesity across all phases.
- Students' progression to prestigious universities in Phase 4.

Areas for Improvement:

- The implementation of strategies to promote students' outstanding attendance across the school.
- The provision made for students who are G&T to ensure sufficient challenge across the school.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is very good overall.

Indicators:

The effectiveness of leadership

Very Good

- The quality of leadership and management is very good overall. Leaders at all levels, led by a dynamic and innovative principal, have set a very clear strategic direction and promote a bold

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vision based on promoting inspirational leaders for the future. Senior leaders are highly committed to the UAE national and Emirate priorities. The school is fully inclusive with students, representing 60 nationalities. Relationships are highly respectful and communications with all stakeholders is professional and effective.

- The school distributes leadership responsibilities, and accountability is shared and monitored through an effective appraisal system and mentoring programme. Senior and middle leaders are increasingly held accountable through the use of KPIs linked to accountabilities. Morale across the school is high with teachers' turnover rates reduced to 8%. The morning messages from the principal as well as online meetings during the weekend demonstrate the commitment of staff to promote the school's performance. Established leaders demonstrate the capacity to continue to improve. Leaders have been innovative in the introduction of initiatives to raise attainment and progress across the school. Leaders ensure that the school is compliant with statutory and regulatory requirements.

Self-evaluation and improvement planning

Very Good

- The school has adopted a systematic and rigorous process of improvement that has dealt with almost all the areas for improvement of the previous review. A whole school approach to self-evaluation, using a strengths, weaknesses, opportunities and threats (SWOT) analysis with surveys of parents' and students' views has resulted in three key areas: the EYFS, the literacy programme for Arabic and English speakers and the monitoring and mentoring programme. Key performance indicators (KPI) linked to job roles have been introduced alongside a wellbeing programme. Leaders at all levels demonstrate a thorough understanding of the curriculum and know the best practices in teaching, learning and assessment. The school has not yet identified its best practitioners to further raise standards in teaching. A dual partnership with a UK academy has raised the aspirational levels of the school together with a strong focus on teaching. The leadership Initiative Teacher & Proud has driven up standards in teaching.

Partnerships with parents and the community

Very Good

- The school is successful in effectively engaging with parents. Parents see the importance of reading initiatives in the Arabic language and support and attend weekend sessions to develop their own language skills. The parent council is fully conscious of how it can influence the school's improvement. It systematically continues to support all the school's events. Members are an implicit part of the day to day running of the school. They speak highly of the successful

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<p>partnership with the school and the seamless and timely on-going communication of their child's progress and the safe and secure learning environments.</p> <ul style="list-style-type: none">The school has extensive and effective local, national and international partnerships that fully support the school and lead to improvements in students' outcomes and enhancements in their learning.	
Governance	Very Good
<ul style="list-style-type: none">Governance includes key stakeholders who support and direct the school through their expertise in business, human resources and finance. A former principal works alongside the senior management team and provides strategic direction. The governors systematically monitor school improvement planning and actions and hold senior leaders accountable for the quality of the school's performance. Initiatives including a twinning partnership with a UK academy supports the school in setting aspirational targets. Governance is highly ambitious and focuses on the use of KPI to secure accountability. Their planned curriculum expansion includes BTEC vocational qualifications to ensure inclusivity. Governors ensure that staffing and resources are readily available and that all statutory requirements are met.	
Management, staffing, facilities and resources	Very Good
<ul style="list-style-type: none">Almost all aspects of the day-to-day running of the school are very effective. Corridor supervisors play a powerful role in supporting the personal and social development of students. The schools' routines and procedures are well integrated into the life of all students. Staffing, since the last review, has been restructured with 18 new staff. Staff are suitably qualified to optimise students' achievements. The environment is conducive to teaching and promote learning and classrooms are well resourced.	
Areas of Strength:	
<ul style="list-style-type: none">The inspirational leadership of the principal that sets a clear vision for the school.The successful stakeholder and professional international partnerships that have led to improvement.	
Areas for Improvement:	

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- The accountability of senior and middle leaders.
- The identification of the best practitioners in teaching and learning to share good practice across the school.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school provides an Arabic language program for both Arabic as a First Language (AFL) and Arabic as a Second Language (ASL) students. The provision includes 26 Arabic language teachers catering to students across FS1 to Year 13. There are 6 teachers for FS1 to Year 1, 7 teachers for ASL (Years 2 to 13), and 13 teachers for AFL (Years 2 to 13). The teacher to student ratio is 1:67 in FS1, 1:102 for ASL, and 1:123 for AFL.
- There are two libraries containing 6,195 books, split between 2,275 books in building 1 (1,931 non-fiction and 344 fiction books) and 3,920 books in building 2 (2,955 non-fiction and 965 fiction books).
- Reading is addressed in both the MoE curriculum and through library activities, creative reading programmes, and competitions. Children in the foundation stage are provided with comprehension learning equipment for Arabic, promoting hands on cognitive learning. Students from Years 2 to 13 participate in activities to develop their reading skills, with Year 9 and 10 students attending weekly library lessons.
- Additionally, parents and students are involved in developing reading and writing skills through social media and competitions such as 'Creative Reader'.

The school's use of external benchmarking data

- All students take international examinations. International examinations include IGCSE, AS and A level, CAT4, PTE, PTM, PTS, AP, PIRLS, PISA, TIMSS, UK phonics screening test, IBT, EmSAT, TALA and the Arabic benchmarking test (ABT). The school is preparing students for Cambridge checkpoint examinations. The school initiated the cognitive development programme for EYFS children to lay strong foundations for cognitive skills in early years.
- The school modifies the curriculum to incorporate the challenge of external examinations. CAT4 and PISA questions are included in regular lessons and in formative assessments. The school uses various AI-based self-paced learning platforms to prepare students for tests.
- Students receive personalised feedback from subject teachers after examinations.
- The school shares individual reports with parents through the school's portal and parents also receive SMS notifications to inform them that reports have been uploaded to the portal. During

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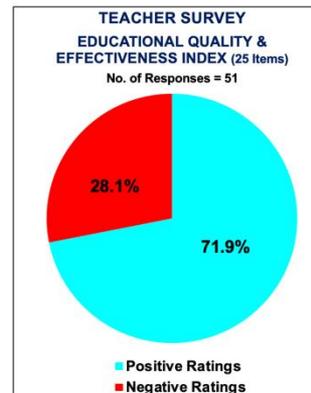
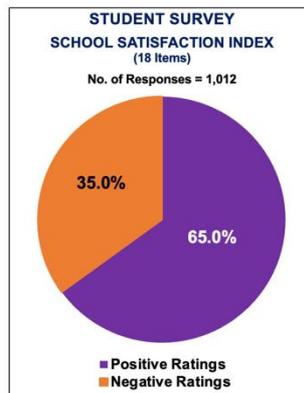
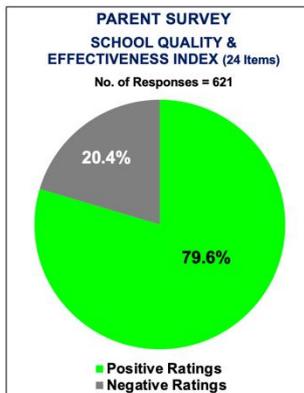
parents' and teachers' meetings, teachers discuss students' individual performance. The school's newsletters include an overview of academic performance and upcoming assessment schedules. Parents are provided with ideas to support their understanding of external benchmarking examinations.

Provision for KG

- There are 9 teachers and 27 teaching assistants. The ratio of teachers to children is 1:20.
- The indoor learning environment in each classroom includes desks arranged as learning stations. There are reading corners in each classroom. The classrooms are fully resourced to support the core subjects. A separate art room and dedicated information technology room are within the vicinity of the provision. The outdoor learning environment includes climbing frames, slides, sand pits, and water play. Learning stations feature nature, art and building stations.
- The induction process for new children is based on a welcoming environment that builds confidence and encourages communication between staff, parents, and students. Key features include meet-and-greet sessions; parents and children meet teachers and teaching assistants to ease transition anxieties. Induction week activities focus on routine building, classroom familiarisation, and daily updates for parents. The EYFS guide is provided online.
- Parental communication and support is through open access to classrooms during the first 2 weeks. Daily updates with photographic evidence, videos, and workshops for parents further engage them. SEN children receive tailored support.
- The school provides a well-structured programme to ensure a smooth transition from EYFS to Year 1. This includes collaborative planning with EYFS, and Year 1 teachers meet to discuss each child's development and specific needs. Familiarisation activities allow children to participate in Year 1 classrooms. Parents receive detailed end of year reports and can attend transition meetings.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement, particularly in Phases 2 and 3 to the next level by:
 - ensuring opportunities for extended writing.
 - introducing test style questions for students to practise.
 - developing activities that promote students' interests and aspirations.
 - using effective questioning to deepen students' higher order thinking skills.
 - providing consistent high-quality constructive feedback on all work so that students know the next steps for improvement.
 - ensuring G&T students receive sufficient challenge to accelerate their progress.
 - promoting students' critical thinking and problem-solving skills.
- Improve the consistency of high-quality teaching throughout the school by:
 - identifying the most effective teachers and enabling them to work alongside colleagues to influence best practice.
 - setting up a programme of peer observations to model outstanding practice.
- Improve the capacity, impact and accountability of senior and middle leaders by:
 - providing training to understand how boys learn effectively in all subjects.
 - developing an understanding of what constitutes an outstanding lesson.
 - understanding and eradicating the barriers to learning in Phases 2 and 3.
 - securing accountability through governance for senior leaders.

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.