



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Al Najma Private School LLC
4 – 7 March 2024

**Overall
Effectiveness:
GOOD**





TABLE OF CONTENTS

PURPOSE AND SCOPE	3
THE SCHOOL PERFORMANCE REVIEW PROCESS	4
SCHOOL INFORMATION	6
THE SCHOOL PERFORMANCE REVIEW FINDINGS	7
Performance Standard 1: Students' Achievement	8
Performance Standard 2: Students' personal and social development and their innovation skills	17
Performance Standard 3: Teaching and assessment	19
Performance Standard 4: curriculum	21
Performance Standard 5: the protection, care, guidance and support of students	23
Performance Standard 6: Leadership and management	25
ADDITIONAL FOCUS AREAS	28



PURPOSE AND SCOPE

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

Purpose

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

Scope

This review is guided by Performance Standards 1 to 6 and seventeen related Performance Indicators taken from the 2015-16 UAE School Inspection Framework. These Performance Standards relate to Student's achievement, Students' personal and social development, and their innovation skills, Teaching and assessment, Curriculum, The protection, care, guidance and support of students, and Leadership and management.

The findings relating to the six Standards and their associated Indicators will provide judgements based on the six-point scale in the UAE School Inspection Framework. These judgements will help schools understand the impact of their provision on students' academic and personal outcomes.

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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

Judgements

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






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

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

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



SCHOOL INFORMATION

School	School Information	
	School ID	172
	School location	Al Azra, Sharjah
	Establishment date	2003
	Language of instruction	English
	School curriculum	National Curriculum for England (NCFE)
	Accreditation body	-
	Examination Board	Cambridge Assessment International Education (CAIE)
	National Agenda Benchmark Tests/ International assessment	TIMSS, PIRLS, CAT4, GLPT, TALA, Mubakkir
	Fee range:	6185 - 9776 AED
		Principal
Chair of Board of Governors		Jesus Lall
Total number of teachers		66
Total number of teaching assistants		5
Turnover rate		27%
Main nationality of teachers		Indian
		Teacher: student ratio
	Total number of students	1222
	Total number of students per phase	Phase 1: 274 Phase 2: 662 Phase 3: 286
	Number of Emirati students	7
	Number of Emirati students per phase	Phase 2: 5 Phase 3: 2
	Phase 1: number and gender	Boys: 131 Girls: 143
	Phase 2: number and gender	Boys: 330 Girls: 332
	Phase 3: number and gender	Boys: 144 Girls: 142
	Phase 4: number and gender	N/A
	Nationality groups	1. Pakistani 2. Egyptian
Total number of students with special educational needs	71	



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 164 lesson observations, 76 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is an improvement since the previous review. Although continuing to experience relatively high levels of staff turnover, the school has made good progress in addressing the weaker features identified in the last review. As a result, students' achievement overall is now good, although attainment, other than in science across the school and in elements of Arabic, English and social studies, is mostly acceptable. New leadership is supporting increasingly effective teaching and learning in Phase 1. Students' learning skills are good. Teaching and learning are good. Good assessment practice is increasingly used to ensure that work is set at the correct level. Leadership and management have improved to be good. Current leaders have a realistic view of the school's current strengths and areas for improvements. Students' personal and social development is good. The curriculum is good. Arrangements for the protection, care and guidance of students are good. The learning environment varies in quality and classrooms are not consistently inspiring. Resources are limited. Information technology makes only a limited contribution to supporting learning in lessons. Governance is very good, and governors have a thorough understanding of the school's work and students' learning. The school's partnership with parents is very good. Parents are embraced as partners and several work as volunteers in the Phase 1 unit.

KEY AREAS OF STRENGTH:

- Students' improved achievement across the school.
- The very good arrangements to ensure that children are safe.
- The effective promotion of safe and healthy lifestyles.
- Students' sense of social responsibility and environmental awareness.
- The commitment and impact of the school's senior leadership team.
- The very good partnership with parents.
- The commitment of the school's governing board.

KEY AREAS FOR IMPROVEMENT:

- Raising students' attainment so that it is at least good overall.
- Further development of the Phase 1 curriculum.
- The more rigorous identification of students who are gifted and talented (G&T) academically.
- A greater priority to the development of students' creativity.
- The organisation and management of the learning environment.
- Improving levels of resourcing, particularly in English and science.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is acceptable overall. In lessons and in their work, most students make the expected progress. This does not match the school's internal data, which shows that children in Phase 1 and students in Phase 2 make outstanding progress, while students in Phase 3 make very good progress.• The school's internal data shows that students' attainment is outstanding in Phases 1 and 2, and very good in Phase 3. This does not match with that seen in lessons and in students' work, which shows that most students attain in line with the curriculum standards. There is no external data for Islamic education.• Overall, students make acceptable progress in Islamic education across the school. In lessons and their recent work, most children and students demonstrate knowledge of Islamic values, etiquettes, rules and Islamic historical events in line with the curriculum standards. Phase 1, children understand cleanliness benefits human bodies and our surroundings, building their skills to follow Islamic etiquettes. Students in Phase 2 have inconsistent understanding of prayer application. In Phase 3, students face difficulties in discussing and explaining the elements and events of battles in Islamic history.• Overall, most students make the expected progress. High-attaining students do not always make the progress that they are capable of.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' awareness of Islamic values in all phases.• Students' understanding of Islamic etiquettes and application in Phase 2.	<ul style="list-style-type: none">• Students' knowledge of Islamic rules and application in Phase 2.• Students' understanding of Islamic historical events in Phase 3.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic as a First Language (AFL) is good overall. It is acceptable in Phase 1, and good in Phases 2 and 3. Their achievement in Arabic as a Second Language (ASL) is acceptable overall. In lessons and in their work in AFL, most children make the expected progress in Phase 1, while the majority of students make better than expected progress in Phase 2 and Phase 3. This does not match the school's internal data, which shows that children and students make outstanding across the school. In ASL, students make acceptable progress. The school's internal data indicates very good progress in Phase 2 and acceptable progress in Phase 3.In AFL, internal data shows that attainment is outstanding overall. This does not match with that seen in lessons and in students' work, which shows the majority of students attain above the curriculum standards in Phases 2 and Phase 3, while most children in Phase 1 attain in line with curriculum standards. In ASL, internal data shows attainment is very good in Phase 2 and acceptable in Phase 3. This does not match that seen in ASL lessons and students' work in Phase 2, where attainment is acceptable, and aligns with Phase 3 data, which is acceptable. No external test results are yet available for Mubakkir and TALA in AFL. No external tests are taken in ASL.Overall, students make good progress in AFL and acceptable progress in ASL. In AFL lessons, most children in Phase 1 recognise all learned letters and their positions within the words. They are not confident in reading sight words. The majority of students in Phases 2 and 3 demonstrate listening, writing, reading, speaking and comprehension skills above curriculum standards. Students face difficulties with extended writing across all phases. Most students across the school are less secure in reading fluently and expressively. In ASL, most students in Phases 2 and 3 demonstrate listening, speaking, and reading skills in line with expectations. Most students who have been learning ASL for more than 2 years can copy words and text in neat handwriting but rarely write using memorised words and phrases. They read familiar words, but only a few students understand their meanings. Students learning ASL for more than 4 years in the Phase 3 phase occasionally can understand simple short texts with key information. They write short sentences using familiar words.Overall, the majority of students make better than expected progress in AFL and the expected progress in ASL. High-attaining 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' reading for comprehension in Phase 2 and Phase 3 in AFL.Students' speaking skills in standard Arabic in Phase 2 and Phase 3 AFL.	<ul style="list-style-type: none">Phase 1 children's progress in all four Arabic skills.Students' extended writing skills across the school.Students' skills in reading fluently and expressively in Phase 2 and Phase 3 in AFL and reading for comprehension in ASL.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good in Phase 2 and acceptable in Phase 3. In lessons and in their work, the majority of students make better than expected progress in Phase 2 and expected progress in Phase 3. This does not match the school's internal data, which shows outstanding progress overall. Social studies was not evaluated in Phase 1.• The school's internal data shows that attainment is very good overall. This does not match with that seen in lessons and in students' work, which shows that in Phase 2, the majority of students attain above curriculum standards and most students attain in line with curriculum standards in Phase 3. There is no external data for social studies.• Overall, students in Phase 2 make good progress in lessons, and acceptable progress in Phase 3. In lessons and their recent work, the majority of students in Phase 2 demonstrate knowledge, skills and understanding that are above curriculum standards. Students developed their knowledge of economic concepts and can discuss terms such as producers and consumers. Students understand the difference between natural capital and human resources and discuss the concepts confidently. Students demonstrate knowledge and understanding of the important personalities in the UAE's development, such as Sheikh Zayed bin Sultan Al Nahyan (RIP) and his achievements. They lack confidence in discussing his character and his positive impact on society. In Phase 3, most students can discuss geographical topography, although they find it difficult to analyse, read and explain maps.• Lower attaining and higher attaining students are mostly supported sufficiently to accelerate their progress. In Phase 3, higher attaining students do not always make the progress that they are capable of.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge and understanding of economic concepts in all phases.• Students' ability to discuss the range of resources in their environment in all phases.	<ul style="list-style-type: none">• Students' knowledge of Sheikh Zayed bin Sultan Al Nahyan (RIP) character and his positive impact on society in Phase 2.• Students' ability to read, explain and analyse maps in Phase 3.



English	<ul style="list-style-type: none">• Students' achievement in English is good overall. In Phases 1, 2 and 3, most students make good progress. This does not match the school's internal data which shows that students make very good progress across the school.• Students' attainment is acceptable in Phases 1 and 2 and good in Phase 3. Internal assessment data shows outstanding attainment while external data shows that attainment is acceptable. Progress Tests taken by students from Years 4 to 8 indicate overall acceptable attainment. In lessons and in students' work, most students attain in line with curriculum standards in Phase 2 and the majority attain above in Phase 3.• Most children make good progress in Phase 1 from their starting points. Students in Upper Phases 2 and 3 make better than expected progress. In Phase 1 children listen attentively and speak confidently, although the accuracy and effectiveness of their spoken and written communications is less well developed. In Phase 1 children begin to write letters using phonics sounds and form words. In Lower Phase 2 students are becoming confident readers and can identify compound words and use these in short sentences. In Upper Phase 2, students can identify the difference between fiction and non-fiction and write and share their own short stories using different genres. They can use the past and present tense with confidence and are learning nouns, verbs and other grammatical terms. Students use various literary devices to assist when designing advertisements. For example, students compete in designing advertisements which use persuasive language and other devices to sell most pizzas. Students in Phase 3 enjoy taking on leadership roles and debating contemporary issues including Artificial Intelligence (AI), multimedia, and its impact on young people's lives. In Phases 2 and 3, students do not always think about the deeper meaning of the texts they are reading.• Most groups of students make expected progress. The progress of students with SEN and those who are G&T varies across phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' skills development in speaking, reading and listening in Phase 2.• Students' abilities as confident, articulate speakers who express thoughtful opinions, particularly in Upper Phases 2 and 3.• Students enjoy taking on leadership roles when debating a range of topics in Phase 3.	<ul style="list-style-type: none">• Accuracy and effectiveness of spoken and written communications in Phase 1.• Students' deeper thinking about literature in Phases 2 and 3.



Mathematics	<ul style="list-style-type: none">Students' achievement in mathematics is good overall. It is acceptable in Phase 1. In lessons and their work, most children in Phase 1 make the expected progress, while a majority of students make better than expected progress in Phases 2 and 3. This does not match the school's internal data which indicates that most students in Phase 1 and a large majority in Phase 2 attain levels above curriculum standards while most students in Phase 3 attain in line with curriculum standards.External PT test data for Phase 2 and 3 indicates that most students attain in line with curriculum standards, which aligns with what was seen in lessons and students' work, while CAT4 data indicates that a majority of students in Phases 2 and 3 attain levels above curriculum standards which is at variance with what was seen in lessons.Children in Phase 1, in their exploration of numbers, can subtract single-digit numbers using manipulatives accurately. A few children have difficulty understanding the language of subtraction. In Phase 2, students develop their understanding of space and shape in investigating 2-D and 3-D shapes. They can correlate the 2-D faces of 3-D shapes accurately, but a few students have less understanding of conical shapes. They develop their number skills in solving ratio problems. Not all students understand the concept of ratio. In Phase 3, students explore measurements while calculating the volume of a cylinder. They can calculate the volume of a soup container accurately using the appropriate formula. A few students are challenged in their understanding of the real-life application of volume.There is no significant difference between the progress of boys and girls. Overall, the majority of groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Children's early understanding of numbers in Phase 1.Students' ability to calculate and solve problems in Phase 3.	<ul style="list-style-type: none">Children's understanding of mathematical language in Phase 1.The consolidation and ability to apply key concepts, such as ratio, in Phase 2.



Science	<ul style="list-style-type: none">Students' achievement in science is good overall. Internal assessments indicate that children in Phase 1 make outstanding progress, students in Phase 2 make very good progress and in Phase 3 they make good progress. In the lessons observed, progress is good across the school in Phases 1, 2 and 3.There are no external results for Phase 1 to Year 9 in science. Outcomes for PT tests for Years 4, 6 and 8 indicate acceptable attainment. The CAT4 result for Years 4 and 8 is acceptable except for Year 6 which is weak. Internal data indicates that attainment varies across the school; it is outstanding in Phase 1, very good in Phase 2 and good in Phase 3. In lessons and students' books, most children in Phases 1, 2 and 3 attain above curriculum standards.In Phases 1, 2 and 3 children and students make better than expected progress in developing their knowledge and understanding of physical, life, earth and space sciences. Children in Phase 1 actively study plants and animals, and the world around them. Students in Year 1 differentiate between sources of light, such as the sun, tube light, flashlights and reflectors of light such as mirrors and silver foil. There are, over time, few opportunities for children and students in Phase 1 to predict, infer, investigate and conclude. In Phases 2 and 3 students are developing skills to hypothesise, investigate and record the data although they are still too reliant on work sheets to proceed with their investigations. In Year 3, students collaborate to investigate the presumption that light travels in straight lines. They answer the questions as they proceed with the task with most students still learning to write the scientific procedure independently in grammatically correct sentences. In Year 9 chemistry, students investigate displacement reaction, following the procedure given in the work sheet. They record their observations and answer the related questions, beginning to record the experimental procedure independently. Overall, the key strength in science is the high level of practical work which students undertake.In Phase 3 girls make better progress than boys. SEN students make expected progress across the school.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' knowledge and understanding of physical, life, earth and space sciences across the school.Students' practical work, hypothesis and investigative skills in Phase 2 and 3.	<ul style="list-style-type: none">Children and students' ability to predict, infer, and draw conclusions in Phase 1.Students' ability to record scientific procedures and conclusions independently in grammatically correct sentences in Phase 2 and 3.



Other subjects	<ul style="list-style-type: none">Students' achievement in other subjects is good overall. The limited available internal data indicates that achievement in several subjects, including information technology (IT) and physical education (PE), is very good. This does not align with what was seen in lessons and students' work.There is no external assessment data for any of these subjects. Across the school, while attainment is mostly acceptable, other than in art, progress, as observed across the subjects, is good.In PE, the majority of children and students, from Phase 1 to 3 make good progress over time. There is a focus upon developing the skills to engage in team games such as football and basketball and to improve students' athletics skills. There are some well-developed opportunities outside the curriculum to extend students' physical skills in sport, as the school has teams in football, netball and basketball. Students develop only very basic techniques in art, and this has shown limited improvement since the last review. Progress is impeded because of the restricted range of media available and insufficient development of students' skills. There are limited opportunities to develop a dynamic engagement with the creative arts generally. Attainment in IT lessons is acceptable, and the majority of students are interested and engaged and make good progress. The use of IT to support learning more widely is narrow. Older students in particular make good progress in learning French. Students studying Urdu make acceptable progress. The recent introduction of life literacy introduces students to a range of life skills with students currently making good progress.There is little variation in the progress of different groups, although girls are more engaged in IT lessons than boys and make more rapid progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' good progress in PE and French.Students' good progress in developing their skills in IT lessons.	<ul style="list-style-type: none">Students' skills in art across the school.Students' use of IT to support learning across the curriculum.



Learning Skills	<ul style="list-style-type: none">• Children and students' learning skills are good across all phases. Students enjoy learning and have positive attitudes. They take increasing responsibility for their learning and can finish tasks. Activities for groups are set, although they are not consistently planned to meet the needs of specific learners.• Students work productively in groups to develop and share ideas although the quality of their interactions is varied and does not always prompt collaborative action.• Students make connections between subjects when talking about their work. They appreciate how language underpins their learning of science, for example, and share examples from real life or learning from other subjects when talking about their work. In mathematics, older Phase 3 students measure distances and angles to calculate the height of buildings.• Older students are resourceful and able to find things out for themselves, while Phase 2 students conduct basic research. The use of information and communication technology (ICT) is limited throughout the school. Critical thinking, problem-solving, enterprise, and innovation are less developed in some lessons and lack depth and insight.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children and students' engagement with learning.• Students' interaction and collaborative working.	<ul style="list-style-type: none">• Teachers' provision of specific activities that meet the needs of all students across all phases.• The development of students' critical thinking, problem-solving, innovation and enterprise skills in lessons across all subjects and years.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Good	Good	Good	N/A
<ul style="list-style-type: none">• Students' behaviour is good, both in lessons and outside the classroom. Students are respectful and courteous, although a few boys, when unsupervised, require gentle reminders of correct school conduct.• Relationships between students and staff are considerate and friendly. Students show a good degree of self-discipline and bullying is rare. There is a strong commitment to the students' voice through participation in the students' council, the well-being committee and students taking on roles to promote good behaviour throughout the school.• Students initiate and participate in activities that promote a safe and healthy lifestyle, such as students' participation in the School Athletics Championships, where students won the shot-put event. There is an emphasis on healthy eating throughout the school. Incidents of students with a high Body Mass Index (BMI) are low at 10%.• Attendance at 94% is good. Most students arrive at school on time.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	N/A
<ul style="list-style-type: none">• Children and students across the school clearly appreciate Islamic values and the UAE heritage, and history. Across the school children and students are clear about the influence of Islamic values on their daily lives in the UAE, as evidenced in their displays, and through the morning assembly programs. They celebrate all Islamic events such as Ramadan and Eid Al Fitr.• Across the school, through displays, arts and celebrations, children and students demonstrate their appreciation and knowledge of the heritage and culture of the UAE. They celebrate all the national events respectfully including National Day and Flag Day, recognising the visionary leadership of the UAE that transformed the nation to an advanced modern society. Students engage to some extent in participating in national events and cultural celebrations in school.• Students across the school demonstrate an adequate understanding and appreciation of their own culture with sufficient knowledge of other world cultures. They are aware of cultural diversity and have classmates from different nationalities. Overall, they have sufficient knowledge of other world cultures.				



Social responsibility and innovation skills	Very Good	Very Good	Very Good	N/A
<ul style="list-style-type: none">• Students display a strong sense of responsibility towards their school, keeping their classrooms and outdoor learning space free from litter. They enthusiastically participate in many charitable activities that support the local and wider community. These include fund raising for food packages for children in Gaza and visits to old peoples' homes to read and talk to the residents.• Students throughout the school typically show a very positive work ethic and willingly take part in school and community projects. For example, students were involved in an inter-school competition covering 30 diverse projects, including environmental science, technology innovation and environmental sustainability.• Students show a keen understanding of sustainability and take part in numerous projects to improve the school community and the wider environment. All school members participate in environmental initiatives that explore how changes can be made to the future water supply, food production and energy conservation.				
Areas of Strength:				
<ul style="list-style-type: none">• Students appreciate the visionary leadership of the UAE and its achievements.• Students' strong sense of responsibility to their school community.• Students' understanding and commitment to sustainability and conservation.				
Areas for Improvement:				
<ul style="list-style-type: none">• A few boys' attitudes to behaviour when they are left unsupervised.• Students' deeper knowledge of the positive achievements that have helped shape UAE heritage and culture.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Good	Good	Good	N/A

- Most teachers have secure subject knowledge. A few English teachers make errors in their own spoken English in class. In the best lessons, teachers give students practical tasks which encourage discussion and promote active learning. In these lessons, students display genuine enjoyment of learning and are keen to develop their knowledge, debating and leadership skills further. They take on the role of the teacher and direct other students to contribute to discussions and debates that challenge them.
- Teachers' lesson plans are thorough, with thought given to curriculum content and pace of learning. Only a few teachers extend these plans to enhance learning opportunities by including research and extension tasks.
- Teachers' questioning techniques vary across the school. In most lessons, teachers use direct questioning which does not provide sufficient information to assess students' understanding or prompt further thinking. When challenging questions are presented, students respond with impressive and insightful responses, particularly in Phase 3.
- Most teachers have a clear understanding of the needs of the students in their lessons. Teachers do not always tailor their teaching or modify tasks to meet the individual needs of students, including SEN and higher attaining students who not always make the progress of which they are capable as a result. When students do have these opportunities, most demonstrate abilities beyond expectations, particularly in Upper Phase 2 and 3.

Assessment	Good	Good	Good	N/A
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- Internal assessment processes are coherent and provide suitable measures of attainment and progress of individuals and groups of students. The school uses external tests including TIMSS, PIRLS, CAT4 and PT tests to benchmark students' attainment accurately against national and international averages. Assessment information is used effectively to monitor students' progress and identify gaps in students' knowledge, understanding and skills.
- Teachers use assessment well in their planning, using green, yellow and red indicators to influence what is taught next, and to give students tasks according to ability. The use of assessment is inconsistent in Phases 1 and 3. In successful lessons, mostly in Upper Phase 2



and 3, there are different levelled tasks for students' different abilities. There are still too many lessons where students do not complete the most challenging tasks as they complete the same work as other students first. Appropriate support is generally given to students identified with SEN. The analysis and use of assessment to support G&T students is insufficient, especially for those who are academically gifted.

- The school's marking and feedback in students' books does not always ensure that teachers give students regular verbal and written feedback. The quality of feedback varies across subjects and phases.

Areas of Strength:

- The majority of teachers' good subject knowledge and understanding of how students learn, especially in Phase 3.
- Teachers' effective organisation and thorough planning to ensure that they meet the needs of most groups.
- The extension of external, national, and international benchmarking to inform assessment.

Areas for Improvement:

- The development of students' innovation and independent learning skills across all phases.
- More consistent and effective use of assessment information to accelerate learning further in all lessons, particularly in Phase 1.
- The provision of regular and detailed feedback to all students to enable them to understand the next steps in their learning.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

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

- The overall quality of the curriculum is good. It is broad and balanced, has a clear rationale, and follows all statutory requirements of both the National Curriculum for England (NCfE) and the MoE curriculum. The curriculum is planned to ensure continuity and progression appropriate to meet students' needs in Phases 1, 2 and 3.
- There is a narrow range of curricular choices. The school offers additional subjects such as French and Urdu. It provides a well-designed in-house curriculum for Phase 1 and Year 1 which, when fully replaced by the early years foundation stage (EYFS) guidance, will better prepare children for their transition to Phase 2. Cross-curricular links are meaningfully planned and integrated into mathematics, science and PE lessons in Phase 3, where students work collaboratively and use their skills effectively.
- Regular curriculum reviews by senior leaders identify development priorities to further raise the quality of students' achievement. These include cross-curricular planning between subject teachers and a focus on the promotion of students' personal and academic development.

Curriculum adaptation	Good	Good	Good	N/A
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- School leaders have skilfully modified the curriculum to meet the needs of most groups of children and students by providing mostly effective intervention programmes. This focuses on meeting the needs of those with SEN and G&T students who benefit specifically from enrichment activities and extension tasks tailored to challenge and stimulate their abilities and needs.
- Curriculum modification promotes learning skills and innovation by emphasising critical thinking, problem-solving, creativity, communication, and collaboration. Teachers integrate research, inquiry-based learning, and real-world applications to foster a culture of curiosity and exploration. These practices are not yet consistent in lessons across the school.
- Some appropriate learning experiences are provided to develop students' understanding of Emirati culture and UAE society and values.

Areas of Strength:

- The good curriculum continuity and progression.
- The well-planned cross-curricular links and extra-curricular activities.



Areas for Improvement:

- Modification of the Phase 1 curriculum to bring it in line with the EYFS.
- Curriculum enhancement to prioritise the integration of research, inquiry-based learning and real-world applications consistently in all lessons.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	N/A
<ul style="list-style-type: none">Procedures for safeguarding are rigorous and very effective. All staff are well-trained in child protection and effective procedures are in place and communicated widely. The school provides a very safe environment for students. Security arrangements are robust. Students are well supervised. School transportation is well-managed. The school maintains detailed, accurate and secure records, including records of incidents and subsequent actions.Although students raise some concerns, particularly about washrooms, the premises, as seen, are clean and well maintained by an in-house team who keep full maintenance records. The premises meet the needs of all current students and staff and are generally accessible, although there is no lift. The school has a Medi-Evac chair for use if needed.The school systematically promotes healthy living through workshops, the good pastoral system and regular health education lessons. The canteen is licensed, and the food served is authorised. Most students make healthy choices.				
Care and support	Good	Good	Good	N/A
<ul style="list-style-type: none">The support and care of students is good. There is mutual respect between students and staff. The behaviour management team monitor students' behaviour closely. Behavioural incidents, procedures and plans of action are documented systematically.The school has effective protocols to record staff and students' attendance and punctuality. The follow-up of unauthorised absences and lateness is efficient and effective. Parents are notified of any concern about students. Responsibilities are shared by the care and support team, well supported by the school leaders.The school is inclusive and provides a welcoming environment for all students. The systems for the identification of students with SEN and G&T students are established, although the identification of students who are academically gifted lacks consistency. The school has 7 students in Wave 3 with complex needs who have individual education plans (IEP). There are 32 students with IEPs in Wave 2 who have reading, writing, mathematical or behavioural issues, and 32 students in Wave 1 under observation.The school provides mostly adequate support for students with SEN. In lessons the SEN students are generally supported through differentiated tasks and by two shadow teachers, one				



of whom works with a designated child, while the other supports Phase 1. The recently appointed psychologist and special educational needs coordinator (SENCO) sometimes support students in lessons. Students who are G&T are not consistently challenged in lessons, although they are often involved in outside events and activities, and in inter- and intra- school competitions.

- There are effective arrangements for transitional guidance and counselling in Phase 3. The care and support team, the principal and the vice principal conduct regular career readiness programmes, workshops, and interviews for students of Years 8 and 9 to ascertain their career interest, skills and aspirations. Former students visit the school every month to share their experiences. The school shares a list of schools to guide parents in selecting their children's next school.

Areas of Strength:

- Staff and student relationships and behaviour management.
- Reliable systems for promotion of well-being of all students and staff in the school.
- Effective arrangements for transitional guidance and counselling in Phase 3.

Areas for Improvement:

- The thorough identification of students who are G&T.
- Modifications to tasks set in lessons to accommodate the needs of all students, including students with SEN and G&T students.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- School leaders, including the principal, demonstrate a clear vision and commitment to the UAE and Emirate priorities and to Islamic values. Leaders have a secure knowledge of best practices in teaching and learning and focus well on promoting students' personal development. The current team has been very stable over time and this stability and cohesive approach have contributed to the school's capacity to improve and to effectively manage a high level of staff turnover. Current leaders have improved many aspects of the school so that improvements in students' achievement have accelerated. Leaders work directly with teachers to secure steady improvement. The school is very inclusive, admits students with a range of needs, and supports them effectively.
- Relationships and communication are professional and effective. There is a good delegation of key responsibilities to enable the school to function effectively and Phase 3 leaders in particular have a secure understanding of their roles and responsibilities. Morale in the school is positive. School leaders have overseen significant improvements in achievement in the last year, demonstrating good capacity for further improvement. All statutory and regulatory requirements are met.

Self-evaluation and improvement planning

Good

- Leaders' skills in self-evaluation have improved so that the current self-evaluation document, in most respects, accurately reflects the current circumstances of the school. Data systems have been strengthened. School data is mostly accurately aligned with the quality of students' work as seen in classrooms. Senior leaders' capacity to monitor teaching and learning has continued to improve with greater access to external support. School improvement planning contains appropriate and achievable goals, aligned to the recommendations in the previous review. This has contributed to improvements in, for example, the support for students with SEN and the quality of students' learning in science although there is more to do to these aspects and to raise students' attainment levels. The school has made good progress in tackling most of the points raised in the last review. School performance has moved from acceptable to good, demonstrating the positive impact of school leaders.



Partnerships with parents and the community	Very Good
<ul style="list-style-type: none">The school is highly effective in engaging with parents and their views are considered when planning future improvements. Parents have very positive views of their relationship with the school. Communication is very effective, making very good use of social media and the internet. Parents have termly face-to-face meetings with teachers and receive regular written reports. They find it easy to contact teachers and school leaders if they have any queries and say that any concerns are dealt with promptly. A number of parents actively work in the Phase 1 section as volunteers.Links with other schools have improved through the establishment of supportive partnerships locally and internationally.	
Governance	Very Good
<ul style="list-style-type: none">The governing board is well-structured with appropriate staff, parental and external representation. There are no student members at present. Current governors are very closely engaged with the school and have a thorough grasp of its challenges and key priorities. They are closely involved in supporting and checking the school's work and demonstrate a good understanding of current areas for improvement. There is a clear vision for the future development of the school. Governors give priority to establishing close links with parents, and this was confirmed in the parents' meeting and reflected in their very good engagement. They are very effective in holding school leaders accountable for the school's improvement.	
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none">The school's daily procedures and routines are very effective. Although staff turnover is typically high, the school is adequately staffed. There are no native English-speaking staff to provide a role model for the quality of spoken English. Staff are deployed effectively. The accommodation is acceptable in quality and offers all necessary specialist teaching areas, although there is only one laboratory to serve all the sciences, and this requires refurbishment. The storage of students' bags in relatively small classrooms means that space for movement is at a premium. Outdoor space is limited but is used quite intensively to support the teaching of PE. While there is staged investment in new resources each year, the general level of resourcing, including the availability of books for English and in libraries and resources in classrooms, is relatively low.	
Areas of Strength:	
<ul style="list-style-type: none">The strength and stability of the senior leadership team in the school.	



- The school's partnership with parents.
- The effectiveness of governance.

Areas for Improvement:

- The learning environment in some teaching areas.
- The limited specialist space for the teaching of science.
- The overall level of resources available to support teaching.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 10 Arabic teachers across phases, giving a teacher to student ratio of 1:122. There are also 2 Arabic teaching assistants.
- The library contains 823 Arabic books, 703 fiction books and 120 non-fiction books. The library is visited once a week by every class across the school.
- Classes are provided with a range of applications to practise and enjoy reading, such as the digital library to support reading across the school.
- The school involves students in extracurricular activities, such as the Arabic club with planned activities and enables them to take part in different competitions such as the Arabic Reading Challenge and International Story across Al Sharjah.

The school's use of external benchmarking data

- The school fully meets UAE National Agenda and SPEA requirements for participation in international tests.
- The proportion of students in the school taking international tests include Mubakkir for students in FS2 to Year 3 (284 students), TALA for Years 4 to 9 (363 students), TIMSS for Years 5 and 9 (86 students), PIRLS for students in Year 5 (60 students), CAT4 for Years 4, 6, and 8 (355 students) and Progress Tests for Years 4 to 9 (683 students). The school currently pays the costs of CAT4 and Progress Tests. It has been agreed that, going forward, parents will pay for the external benchmarks assessments, CAT4, GL Progress Test, TALA and Mubakkir. The latter two assessments are new this year. The school intends to administer NGRT and a new group reading test by GL from this year.
- The results of these tests are communicated to students and parents through the school's portal, e-mails and workshops designed to help students manage examination stress.
- Currently, the school is focusing on preparing students for PIRLS and PT for international benchmarking assessments, by providing awareness sessions, practice and mock tests. Parents have been made aware of these tests and their importance in raising their children's overall outcomes. The analysis of results is shared with teachers, students and parents.

Provision for KG

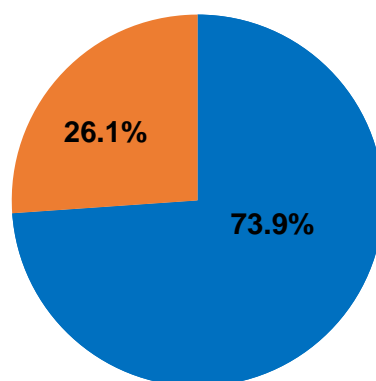
- The Phase 1 structure is based on the EYFS stages.
- This phase of children's education is led by a dynamic and highly motivated lead practitioner. There are 274 children on roll accommodated in 5 KG2 classes and 6 Phase 1 classes. There are 11 class teachers and 3 teaching assistants, with 8 parent assistants who work voluntarily. This provides a teacher to child ratio of 1:25.
- The curriculum for FS is a modified approach to the EYFS and provides a balanced range of curriculum subjects. These include children's physical, social and emotional well-being and cognitive aspects of learning. Learning provides a balance of child-led, child-initiated, and teacher-supported learning.
- All FS parents are invited to an orientation week at the beginning of the academic year to ensure a smooth start to school. Parents are invited to share any concerns they have about their child and receive an academic report 3 times a year. Parents actively support the ethos of the school, attend social gatherings and take part in celebration events.



VIEWS OF PARENTS

Satisfied with the Quality of Education my Child is Receiving at the School

No. of Responses = 134



■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Build upon students' overall good progress so that attainment is raised further, particularly in Islamic education, ASL, mathematics across the school and in English in Phases 1 and 2 by:
 - ensuring that assessment information is used effectively to plan lessons which meet all students' needs, including high attaining students, and provide appropriate challenge.
 - setting specific tasks in lessons that cater to the needs of students, particularly those with SEN.
 - more rigorous identification of and support for the most academically gifted students.
 - ensuring that students are provided with more evaluative feedback which enables them to identify the next steps in their learning.
 - developing students' inquiry-based, independent learning and critical thinking skills.
- Further develop the Phase 1 curriculum to ensure there is a natural progression within all areas of children's early learning and development.
- Provide more opportunities for students to develop their creative talents through more effective teaching of art and a more dynamic engagement with creative and performing arts.
- Improve aspects of the learning environment, including the quality of some teaching spaces and specifically the science laboratory, which need upgrading and refurbishment.
- Invest further in the learning environment and resources to support students' learning, particularly to boost the use of technology in lessons and to enhance students' access to both English and Arabic books in classrooms and in the library.



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.