



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

School of Knowledge

26–29 January 2026

Overall Effectiveness

Good



إتقان ITQAN



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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

Where applicable, the SPR also gathered information about the provision for Arabic language, the school's use of international benchmarking data, and the provision for Phase 1.



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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

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

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



SCHOOL INFORMATION

School	Information	Value	
	School ID	112	
	School location	Al Azra, Sharjah	
	Establishment date	1990	
	Language of instruction	English	
	School curriculum	British Curriculum	
	Accreditation body	EdExcel	
	Examination Board	N/A	
	External assessments International and Curriculum Benchmark Assessments	CAT 4, NGRT, PT SERIES, PIRLS, TIMSS	
	Fee range	AED 8,000 – AED 16,000	
		Principal	Mr. Peter Mark Rowlands
Chair of Board of Governors		Mr. Joseph Eugene Flynn	
Total number of teachers		84	
Total number of teaching assistants		16	
Turnover rate		2.85%	
	Teacher: student ratio	1:18	
	Total number of students	1505	
	Total number of students per cycle/phase	Pre-KG 1: 78	
		Phase 1: 164	
		Cycle/Phase 2: 975	
		Cycle/Phase 3: 288	
	Cycle/Phase 4: N/A		
	Pre-Phase 1 : number and gender	Boys: 39 Girls: 39	
	Phase 1 (Phase 1): number and gender	Boys: 89 Girls: 75	
	Phase 2: number and gender	Boys: 495 Girls: 480	
	Phase 3: number and gender	Boys: 162 Girls: 126	
	Phase 4: number and gender	Boys: N/A Girls: N/A	
	Total number of Emirati students	0	
	Pre-Phase 1: Emirati number and gender	Boys: 0 Girls: 0	
	Phase 1: Emirati number and gender	Boys: 0 Girls: 0	
Phase 2: Emirati number and gender	Boys: 0 Girls: 0		
Phase 3: Emirati number and gender	Boys: 0 Girls: 0		
Phase 4: Emirati number and gender	Boys: 0 Girls: 0		
Nationality groups	1. Pakistani 2. Indian		
Total number of students with (SEN)	14		



PROGRESS JOURNEY

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



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of six reviewers' 167 lesson observations, of which 68 were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good, which is the same as the previous review, reflecting a stable and caring learning community that supports a low teaching turnover. There are improvements in several areas, particularly in phases 2 and 3. Students' attainment has improved in Arabic and English in phases 2 and 3 so that it is now good across all phases with student progress also improving in English in phase 2. Attainment in Islamic Education and social studies has improved in phase 2 and has been sustained in phase 3 in both subjects. However, students' attainment in mathematics in phases 1 and 2 has remained acceptable although progress is good. Achievement in science remains good across the phases with very good progress in phase 3. Achievement in art and ICT is good overall, but it is only acceptable in physical education. Relationships across the school are strong, and students' personal development is very good. Students demonstrate a very good understanding and appreciation of Islamic values and UAE culture. Senior leaders and governors have worked diligently to maintain the quality of teaching, through professional development for teachers, although information from assessments is not yet used consistently to inform teachers' planning, particularly when providing challenge for higher-attaining students. The curriculum provides a good range of subjects although there is no music in the school timetable. The curriculum in phase 1 is not sufficiently based on play-based and experiential thematic approaches. Health and safety arrangements, including safeguarding, are very good and the care and well-being support is good. Overall, leaders have responded positively to the recommendations of the previous review and have built well on the firm foundations laid. They are demonstrating good capacity to improve the school further.

KEY AREAS OF STRENGTH:

- Students' overall achievement which is now good in all subjects.
- Students personal and social skills, their understanding of Islamic values and social responsibility.
- Teachers' knowledge of their subject and how students learn.
- The coherent and consistent internal assessment processes.
- The strong curricular links with Emirati culture and UAE society.
- Strong safeguarding arrangements and respectful relationships that ensure a safe and supportive learning environment.
- Effective links with parents and the community.
- The effective leadership of the principal and other senior staff in improving aspects of the school's provision.



KEY AREAS FOR IMPROVEMENT:

- Student attainment in all subjects but particularly in mathematics.
- Students' skills of innovation, inquiry, critical thinking and their use of technologies.
- The levels of challenge provided for higher-attaining students.
- Meeting the needs of all groups of students through more tailored learning and a well-adapted curriculum.
- Middle leaders' monitoring and evaluation of the quality and impact of teaching and learning across the school.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is good.

Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Very Good	N/A
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as a Second Language)	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Very Good	N/A
English	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Mathematics	Attainment	Acceptable	Acceptable	Good	N/A
	Progress	Good	Good	Good	N/A
Science	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Very Good	N/A
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	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 good overall. The school's internal data shows that students make good progress in phase 2 and very good progress in phase 3. This matches with that seen in lessons and in students' work, where the majority of students make better than expected progress in phase 2, and the large majority make better than expected progress in phase 3.• The school's internal data shows that attainment is very good in phases 2 and 3. However, in lessons and in students' work, the majority of students attain above curriculum standards in both phases. There is no external data for Islamic Education.• Students demonstrate secure understating of Islamic values, which is reflected consistently in their behaviour and interactions. phase 2 students recall events such as the migration to Al Madinah and explain their significance for the early Muslim community. Year 1 students memorize short surahs from the Holy Qur'an and understand the five pillars of Islam. They can distinguish between creations of Allah (SWT) and those made by humans. However, students' confidence in explaining the meanings of vocabulary from The Holy Qur'an and The Noble Hadeeth is variable. In phase 3, students apply Islamic principles to real- life contexts effectively, particularly in relation to workshop practices and more conduct such as the rules for shortening and combining prayers. However, students do not consistently support their explanations with direct references to verses from the Holy Qur'an and the Noble Hadeeth.• The majority of groups of students make above expected progress overall.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students recite and memorize short surahs from the Holy Qur'an.• Students demonstrate a strong understanding of Islamic values and manners in phase 3.	<ul style="list-style-type: none">• Students' confidence in explaining the meaning of the vocabulary in the Holy Qur'an and the Noble Hadeeth.• Students' ability to link their learning to the Noble Hadeeth and verses from the Holy Qur'an.



Arabic as a second Language (ASL)	<ul style="list-style-type: none">• Students' achievement in Arabic as a second language (ASL) is good overall. The school's internal data shows that students make outstanding progress in phases 2 and 3. This does not match with that seen in lessons and in students' work, where the majority of students in both phases make progress above curriculum expectations.• The school's internal data shows that attainment is acceptable in phase 2 and good in phase 3. This does not fully match with that seen in lessons and in students' work, where the majority of students attain above curriculum standards in both phases. External IBT data shows that attainment is good in phase 2 and very good in phase 3.• The majority of students in phase 2 make good progress. In phase 2, students develop vocabulary and comprehension steadily and read short texts with increasing confidence and fluency. Only a few students are able to sustain short discussions with extended responses to communicate their ideas. In phase 3, a majority of students engage confidently in short discussions using familiar vocabulary and demonstrate secure understanding of short texts. Across all phases, students' extended writing skills remain at a developmental stage.• The majority of groups of students make above expected progress overall.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to read short texts in both phases.• Students' development of vocabulary and comprehension in phase 2.	<ul style="list-style-type: none">• Students' speaking skills and their ability to communicate confidently in extended discussions in both phases.• Students' writing skills in both phases to include more complex sentences and a wider range of vocabulary.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. The school's internal data shows that students make very good progress in phases 2 and 3. This does not fully match that seen in lessons and in students' work in Phase 2, where only the majority of students make better than expected progress but matches students' progress in phase 3, where the large majority make better than expected progress.• The school's internal data shows that attainment is outstanding in both phases. This does not match what is seen in lessons and in students' work, which shows the majority of students in both phases attain above curriculum standards. There are no external assessments in social studies.• The majority of students in phase 2 make good progress. In phase 2, students demonstrate a sound understanding of the UAE's heritage and can identifying examples of both its economic foundations and moral values. They explain the importance of cultural heritage but find it challenging to connect its significance to the development of national identity. In phase 3, a majority of students discuss aspects of the UAE's modern and contemporary history. They recognize the key tribes that contributed to the nation's unity and stability and understand the role of leadership in supporting the country's ongoing development. However, students' analytical skills to explain how historical events, leadership, and tribal unity shaped modern UAE society are underdeveloped.• The majority of groups of students make above expected progress overall. However, girls make better progress than boys.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Phase 2 students' understanding of UAE heritage.• Phase 3 students' ability to discuss aspects of the UAE's modern and contemporary history.	<ul style="list-style-type: none">• Students' ability to link the significance of cultural heritage to the development of national identity.• Students' analytical skills and their ability to apply knowledge of historical events, leadership, and tribal unity to explain the current modern UAE society.



English	<ul style="list-style-type: none">• Students' achievement in English is good overall. The school's internal data shows that students make very good progress in Phases 2 and 3. This does not match that seen in lessons and students' work, where the majority of students make better than expected progress. There is no progress data for Phase 1.• The school's internal data shows that attainment is good in phases 1 and 2 and very good in phase 3. This does not align with that seen in lessons and in students' work, which shows that the majority of students in phases 1, 2 and 3 achieve levels of attainment above the curriculum standards. External PT-E Progress Test results in English shows weak attainment in phase 2 and in Phase 3. There are no external assessments for English in phase 1. In PIRLS in 2021-22, attainment of eligible students in Year 4 in English was above the UAE average.• The majority of children and students demonstrate secure listening and speaking skills across phases. In phase 1, children demonstrate secure early phonics knowledge, enabling them to link sounds and letters confidently, write simple words, and communicate ideas in short coherent sentences. In phase 2, students develop increasing fluency with extended vocabulary, which supports confident oral responses and improved reading comprehension. Students in phase 1 and lower phase 2, writing skills are developing for most students although a minority experience difficulty in structuring extended writings with accuracy and coherence. By phase 3, most students read confidently and interpret complex texts. However, a minority find it difficult to consistently interpret and integrate information from other sources independently into their extended writing.• The majority of groups of students make better than expected progress. Higher-attaining students, and students with additional learning needs, do not always make the progress they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' development of listening and speaking skills in all phases.• Students reading and comprehension skills, particularly in phase 3• Students' handwriting and presentation skills.	<ul style="list-style-type: none">• Students' breadth of vocabulary, particularly for specific groups in phase 1 and lower phase 2.• Students' extended writing skills, including grammar and punctuation accuracy and depth in phases 2 and 3.



Mathematics

- Students' achievement in mathematics is good overall. The school's internal data shows that students make outstanding progress in phases 1 and 3 and very good progress in phase 2. This does not match that seen in lessons and in students' work where the majority of students make above expected progress in phases 1, 2 and 3.
- The school's internal data shows that attainment is very good in phase 1 and good in phases 2 and 3. This does not match that seen in lessons and students' books where most students are in line with curriculum standards in phases 1 and 2 and the majority of students are above curriculum standards in phase 3. The school's external PT-M Progress Test results for mathematics shows that attainment is weak in phase 2 and outstanding in phase 3. There are no external assessments for mathematics in Phase 1. In the TIMSS assessment in 2022-23, attainment of eligible students in Year 5 was acceptable.
- The majority of students make good progress in all phases. Phase 1 children recognise and describe 3-dimensional shapes and identify them in everyday contexts. However, their understanding of shapes' properties is less secure limiting depth of mathematical reasoning. In phase 2, students determine proportional equivalences and order decimals, percentages and fraction according to their size. However, students' application of this knowledge to solve multi-stage, real world problems is inconsistent. A minority of students in the lower phase 2 do not understand the relationship between different units, such as between grams and kilograms. In phase 3, students have a sound grasp of the properties of triangles and the use of the tangent ratio to calculate unknowns. They have good geometry skills and graph and manipulate linear functions accurately. They are less secure in calculating intercept and gradient and applying their understanding to open-ended real-world problems. Students rarely make linkages between mathematics and other subjects.
- Overall, the majority of groups of students make better than expected progress. In phase 2, girls slightly outperform boys in mathematics.

Areas of Strength

- Phase 1 students' understanding of shape and space, including the identification of 3-dimensional shapes.
- Phase 3 students' geometry skills, and their understanding of simple trigonometry.

Areas for Improvement

- Students' understanding of the relationship between different units of measure in lower phase 2.
- Students' application of mathematical skills to solving challenging, open-ended real-world problems in all phases.



Science	<ul style="list-style-type: none">• Students' achievement in science is good overall. The school's internal data shows that students make good progress in phases 1 and 3, and acceptable progress in Phase 2. This does not fully match with that seen in lessons and students' work, where the majority of students in Phases 1 and 2, and the large majority of students in Phase 3, make progress which is above curriculum expectations.• The school's internal data shows that attainment is good in phase 1, outstanding in phase 2, and very good in phase 3. This does not fully match with that seen in lessons and in students' work, which shows the majority of students reach levels of attainment which are above curriculum standards in all three phases. External PT-S Progress Test results indicate students' attainment in phase 2 and in phase 3 is weak. There are no external assessments for science in phase 1. The 2022-23 TIMSS result was a score of 542 which was at intermediate benchmarking level.• The majority of children in phase 1, students in phase 2, and the large majority of students in phase 3, demonstrate good knowledge of life, earth, and space sciences. In phase 1, children identify, name, and sort picture cards into living and non-living things. They recognise simple differences between them, such as growth, movement, and basic needs. However, they show limited ability to predict outcomes, make careful observations, and draw conclusions from their findings. In phase 2, students investigate and record their findings when building a ramp and releasing a car on different surfaces to investigate friction. Students' skills in interpreting results and recording their findings in written form are inconsistent. In phase 3, students collaborate effectively to investigate, draw conclusions, and participate in discussions. For example, they measure and record the angle of reflection for a given angle of incidence in investigations involving light refraction and reflection. However, students' ability to analyse data in depth and confidently present their findings to a larger group is still developing.• The majority of groups of students make better than expected progress. Some students who have special educational needs do not make sufficient progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' skills of investigation in science and their ability to accurately record their findings in phase 2.• Students' understanding of light refraction and reflection in phase 3.	<ul style="list-style-type: none">• Children's ability to predict outcomes, make careful observations, and draw conclusions in science.• Students' investigative and scientific interpretation and recording of findings.



Other subjects

- Students' achievement in other subjects is good overall. Assessment data shows very good progress in ICT in phase 2 and very weak progress in phase 3. In French, data shows very weak progress phase 2 but very good progress in phase 3. This does not match with what is seen in lessons and students' work where, overall, in phases 1, 2 and 3, the majority of students make better than expected progress in all other subjects.
- The school's internal data indicates that most students attain above curriculum standards in ICT in phases 2 and 3. In French, data shows that fewer than three-quarters of students attain in line with curriculum standards in phase 2, and most attain above curriculum standards in phase 3. In lessons and in their work, the majority of students reach levels of attainment which are above curriculum standards in other subjects. There are no external assessment for any of the other subject.
- In art, children in phase 1 produce attractive and colourful drawings and collage work, demonstrating fine motor control when cutting, colouring and assembling. In phases 2 and 3, the majority of students show good use of line, colour, shape, pattern and use of mixed media, and many students, particularly in phase 3, produce imaginative outcomes. In ICT, students in phases 2 and 3 demonstrate secure digital knowledge and skills, including coding, creating presentations, developing games and handling data and spreadsheets. In PE, students in phases 1, 2 and 3 demonstrate appropriate coordination, control and fitness through activities such as running, jumping, relay games and ball skills, although students do not always spend sufficient time being physically active during lessons to demonstrate sustained skill development. In French, students demonstrate secure knowledge and understanding of vocabulary related to familiar contexts, and by phase 3, many students use sentence structures with increasing confidence in spoken and written communication. In phase 2, spoken responses are more limited and remain at word or short-phrase level.
- Overall, the majority of groups of students make better than expected progress in phases 1, 2 and 3. Across the school, higher-attaining and gifted and talented students do not always progress as rapidly as they could.

Areas of Strengths

- Students' artwork across phases, particularly the use of colour, line, pattern in phases 2 and 3.
- Students' digital skills in ICT, including coding, game design and data handling in phases 2 and 3.
- Students' knowledge and understanding of French vocabulary, and use of sentences by phase 3.

Areas for Improvement

- Students sustained physical skill development in PE lessons through extended periods of active participation.
- Students' ability to articulate their thinking using the appropriate terminologies and explain their ideas at length across other subjects.



Learning Skills	<ul style="list-style-type: none">• The majority of students across all phases demonstrate positive attitudes to learning and show responsibility by settling immediately to tasks and sustaining engagement during lessons. They reflect on their learning when prompted and on how to progress to the next level. Yet, this is inconsistent which limits students' ability to take full ownership of their work.• Students work cooperatively in pairs and groups when directed by the teacher, generally, achieving the required outcomes. Students communicate their work clearly and respond positively to teacher's comments on their work and suggestions for improvement. The evaluation of peers' work is a developing feature of lessons.• A majority of students apply their learning to real world contexts when solving problems. In science and English, students make relevant links to sustainability and the United Nations Sustainable Development Goals. In mathematics, students use their literacy to good effect when they communicate their task outcomes clearly and confidently.• A majority of students use their enquiry and research skills in most lessons to find solutions to problems. Sometimes, students demonstrate effective critical thinking to solve problems, although problems are not always sufficiently challenging for higher-attaining students. Students' use of learning technologies in lessons is inconsistent. Students' innovation skills are underdeveloped across phases and subjects.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' positive and responsible attitude to their studies.• Students' collaboration and communication skills.	<ul style="list-style-type: none">• Students' use of learning technologies across the phases.• Students' innovation skills across all phases.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Very Good	Very Good	Very Good	N/A
<ul style="list-style-type: none">Students' personal and social development is very good overall across phases 1, 2 and 3. Students demonstrate strong self-confidence, positive and responsible attitudes to learning. They respond well to feedback and use it constructively to improve their work. Students' behaviour across the school is very positive. Bullying is rare.Relationships across the school are respectful and considerate, with students showing courtesy towards staff and their peers. Students feel safe and valuedStudents show independence and collaborate effectively with offers, offering support and encouragement to their peers. They take initiative roles in assemblies showing leadership and modelling mutual respect. Students show a sound understanding of safe and healthy living and make informed choices, particularly in relation to physical activity and lifestyle; sharing any concerns with leadership through the 'wellness box' initiative.Students' attendance at 94% is good, and they are punctual at the start of school and lessons.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	N/A
<ul style="list-style-type: none">Students have a clear understanding of how Islamic values influence contemporary life in the UAE. Students demonstrate proficiency recitation from The Holy Qur'an and creatively express learning through activities such as Rabi-ul-Awal card design and Milad-un-Nabi presentations, showcasing their understanding of the life of Prophet Muhammad (PBUH) and his teachings.Students show respect for UAE heritage, values, and traditions and explain the significance of national occasions such as Eid Al Etihad and Flag Day. Students demonstrate pride in the UAE and understand the importance of community and unity reflecting a secure awareness of how Emirati values shape life in the country.Students demonstrate positive attitudes towards other cultures and show respect for cultural diversity. They recognize general similarities and differences between their own cultures and others. However, students' depth of knowledge and understanding of world cultures is less developed.				



Social responsibility and innovation skills	Very Good	Very Good	Very Good	N/A
<ul style="list-style-type: none">• Students actively participate in charitable initiatives, including Ramadan charity drives with the Red Crescent, reinforcing empathy and social responsibility. They contribute to community campaigns through their assemblies and observances of key global issues such as World Heart Day, Global Handwashing Day, and Food Day.• Students demonstrate developing innovation and enterprise skills by designing and presenting solutions to real-world problems such as a hydraulic bridge and water-cleaning robot address real-world challenges. The Entrepreneur and Philanthropist Clubs organize exhibitions and sell best-of-waste products, with the proceeds going to the Red Crescent. Students' independence, initiation, and wider engagement remain developing areas.• Students show a secure awareness of environmental sustainability and demonstrate responsible attitudes towards protecting the environment. They take practical actions through activities such as vegetable gardening, recycling and the observance of World Environment Day. Students further demonstrate their commitment to sustainability and social responsibility through beach and campus clean-up drives, tree-planting initiatives, healthy lunchbox campaigns, Zero Hunger awareness programs, and active environmental stewardship.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' positive attitudes and relationships that supports their learning.• Students' understanding of Islamic values and Emirati and world cultures.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students entrepreneurial and innovation skills across all phases.• Students' understanding and awareness of world cultures, other than their own.				



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
<ul style="list-style-type: none">The quality of teaching for effective learning and assessment is good overall. All teachers have a secure knowledge of their subject and how students learn best. Teachers plan lessons effectively using a common template. On occasion, time and resources are not always used effectively.Children in phase 1 and students in phases 2 and 3 are generally supported well but opportunities to share and communicate their work to their teacher and their peers is inconsistent. In phase 1, lessons are invariably too teacher-led with few opportunities for children to learn through play and develop their enquiry and exploration skills.Most students remain fully engaged in the lesson, after a brisk, engaging start by the teacher. Dialogue during group and pair work is productive and generally supports learning. Teachers use a range of strategies to meet the needs of individuals and groups of students, although higher-attaining students are not always sufficiently challenged. In the majority of lessons, questioning and dialogue is not prominent or incisive enough. Support for students with additional learning needs in and out of lessons is well-planned but not linked to precise, quantitative learning targets.Lessons are planned to promote students' critical thinking, problem-solving and independent learning skills but activities to promote these are often a contrived add-on to the lesson or not sufficiently challenging, particularly for high-attainers. The development of students' innovation skills, and their use of learning technologies in lessons, is inconsistent. In science, tablets are used effectively for simulations and Year 9 English students make judicious use of AI to support their learning.				
Assessment	Good	Good	Good	N/A
<ul style="list-style-type: none">The school's internal assessment procedures are closely aligned to curriculum standards and are accurately assessed against them. Assessment data is valid and reliable and provides an accurate picture of student performance. Students' achievement is benchmarked against a range of national and international examinations in line with UAE's education priorities. Students are entered for international progress assessments in English, mathematics and science including PTE, PTM, PTS, TIMSS, PIRLS, and NGRT. Arabic students have recently been entered for IBT standard assessment.				



- Assessment data is analysed rigorously by teachers and leaders. Purposeful and challenging targets are set for students, although SEN students are not given measurable targets for progress. A 'focus five' group of students are identified in each class as needing additional support and lesson plans and delivery are adapted accordingly. Student targets are regularly monitored to ensure students are making expected progress. Higher-attaining and gifted and talented students are identified but are not always set explicit, challenging targets to accelerate their progress.
- Teachers use student assessment information to identify learning gaps, strengths, and areas requiring enrichment, to adapt lesson plans and teaching strategies accordingly. The use of assessment data ensures that teaching is responsive, and the curriculum generally remains aligned to students' needs; however, the use of these assessment data is not consistent. Students are given support and extension activities in lessons, but these are not always sufficiently individualised. The use of peer- and self-evaluation is an inconsistent feature of lessons. Teachers mark students' work regularly but feedback rarely drives improvement or further extensions to learning.

Areas of Strength:

- Teachers' knowledge of their subjects and how students learn, linked to their understanding of curriculum standards and expectations.
- The school's collection, analysis and use of an extensive range of internal and external assessment data.

Areas for Improvement:

- Phase 1 teachers' understanding of how young children learn best and make progress through play-based learning and exploring their environment.
- Teachers' use of assessment data and the quality of feedback to students to improve their work.



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
<ul style="list-style-type: none">Curriculum design is good across all phases. The curriculum has a clear rationale and is thoughtfully structured, with a broad and balanced range of subjects, including a choice of languages for older students. The curriculum meets most of the requirements of the National Curriculum for England (NCfE) and the Ministry of Education (MoE) curricula. There is currently no music timetabled in the curriculum, and curriculum choices for students are limited. There is no Phase 4 at present.Transition from phase 1 to Year 1 is supported by building opportunities for children to learn through play, although this needs further development. Specialist teachers ensure smooth transitions for students between phases 2 and 3. The transition of students from phase 3 to their new school is generally well managed. School visits, along with inter-school sports activities, raise students' awareness of life beyond school.Cross-curricular links are planned, but they are not implemented effectively. Termly and annual reviews ensure that the curriculum provides continuity and progression and meets the needs of most students. These reviews ensure that sustainability and UAE priorities feature in most lessons.				
Curriculum adaptation	Good	Good	Good	N/A
<ul style="list-style-type: none">Curriculum adaptation is good across all phases. The school successfully ensures that teachers adapt the curriculum to meet the needs of almost all student groups although challenge for higher-attainers is inconsistent. The curriculum in phase 1 and the early years of phase 2 is not planned well enough to allow learning through a wide range of play-based activities. Students with additional learning needs have individual education plans (IEPs), and Gifted & Talented students have personalised Advanced Learning Plans although the extent to which these are implemented in lessons is variable. Initiatives such as 'Drop Everything and Read' and 'Reading with Dad' complement the additional lessons dedicated to English support groups. Adaptations are made to incorporate materials from external benchmark testing in core subjects.Innovation and enterprise mostly take place during extracurricular activities and through home projects. Projects are assigned to promote innovation, activities involve creativity and				

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creative thinking, and STEAM and scientific enquiry are integrated into lessons. A wide range of Thursday clubs, including Scouts and Guides, as well as sports events, enable students to develop life skills and pursue their talents and interests.

- The curriculum has coherent and well-planned learning experiences that enable students to develop a very good understanding of Emirati and UAE culture and society through assemblies, activities and participation in celebrations such as UAE National Day and Flag Day.

Areas of Strength:

- The clear rationale and thoughtful structure of much of the curriculum.
- Coherent learning experiences enabling students to develop a broad understanding of the UAE's culture and society.

Areas for Improvement:

- Cross-curricular planning and implementation to ensure connections between subjects.
- The Phase 1 curriculum to incorporate play-based and experiential learning activities.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	N/A
<ul style="list-style-type: none">Students' protection, health and safety are very good across all phases. Safeguarding arrangements are rigorous and well understood by staff, students and parents. Clear procedures are in place for child protection, online safety and well-being, and these are communicated well through staff training, student awareness sessions, assemblies, displays and digital platforms. Students know who to approach if they have concerns, including through confidential reporting systems. The school has a strong safeguarding culture.The school maintains a safe, clean and orderly environment. The premises, although ageing, are well maintained, hygienic and fit for purpose. Leaders ensure that health and safety procedures are robust, including regular risk assessments, fire drills and secure record-keeping. Medical provision is strong, supported by the school doctor and qualified nursing staff. Clear systems are in place for the safe storage and administration of medicines, alongside comprehensive health records.The promotion of healthy lifestyles is a strength. The school raises awareness of healthy eating, physical fitness and well-being through curriculum activities, health education sessions, assemblies and monitoring of lunchboxes. Regular BMI checks are carried out, with follow-up support provided where needed. Physical education lessons and extracurricular sports further support students' physical health and development.				
Care and support	Good	Good	Good	N/A
<ul style="list-style-type: none">Relationships between students and staff are strong across the school. Students feel safe, supported and listened to, and staff know students well as individuals. Clear and consistently applied behaviour management systems contribute to a calm, orderly learning environment.Systems for promoting and monitoring attendance and punctuality are effective. Attendance levels are good, and detailed records are reviewed regularly. Parents are contacted promptly when concerns arise, and early intervention strategies are implemented to address patterns of absence or lateness.The school has a strong commitment to inclusion. There are robust processes for screening, classroom observation, assessment and consultation with parents and, where appropriate, external professionals. Currently, approximately 10% of students are identified as students of determination. G&T students are identified using assessment data and cognitive profiling				



Identification procedures have strengthened since the previous review. Nevertheless, leaders recognise this remains an area for further improvement.

- The support for students with additional learning needs, including students of determination, and those who are G&T is developing well. Different identified students have individual education plans which show where additional support is required, alongside classroom adaptations, in-class support and targeted intervention. The inclusion team works closely with teachers, parents and counsellors to support students' academic, social and emotional development. However, targets and review dates are not always precise enough, which reduces the effectiveness of monitoring. G&T students benefit from enrichment opportunities, competitions, extension activities and advanced learning plans. In the strongest practice, teachers understand students' strengths well and provide appropriately challenging tasks. However, challenge for G&T students is not yet fully embedded across the school.
- The school has good systems for monitoring students' well-being and provides personal, social and academic advice when needed. Counselling, pastoral support and medical services work together effectively to support students' emotional and physical well-being. Leaders recognise the need to further strengthen guidance and transition arrangements for older students in phase 3, to ensure they are fully prepared for the next phase.

Areas of Strength:

- The procedures for safeguarding, health, safety and child protection, supported by comprehensive policies, regular training and secure record-keeping.
- Relationships between students and staff, alongside students' safety, well-being and positive behaviour across the three phases.
- Improvements to systems for inclusion.

Areas for Improvement:

- The precision of targets and review procedures for the individual education plans for students with additional learning needs, including SEN students' individual education plans.
- The support for G&T students in lessons and beyond across the school.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

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

- The overall quality of leadership and management is good. The newly appointed principal sets a clear, strategic direction for the school which is shared by all. The senior leadership team have a secure understanding of the curriculum and have created a very positive learning culture in an inclusive school. They work well as a team. Their actions have consolidated progress since the previous review. However, progress with the support of higher attainers and students of additional learning needs is limited.
- Relationships and communication throughout the school are professional and effective. Staff morale is very positive, as seen in the very low levels of staff turnover.
- Self-evaluation and improvement planning processes are good overall. The school has made a good start in the analysis of assessment data which, along with other information, is used to inform the school's self-evaluation. At times, self-evaluation is not focused sufficiently on students' outcomes, especially by middle leaders. The school development plan (SDP) has relevant targets which are informed by an analysis of assessment data, and which are aligned to the outcomes of the previous review. There has been good progress in addressing almost all of the recommendations in the last review.
- Partnerships with parents are very good. The school involves parents in most aspects of school life. Parents are invited into school to read to students during 'Read with Mum' and 'Read with Dad' days. The school communicates regularly with parents and considers their views. Regular reporting and the effective communication systems ensure parents are informed about their child's development. Partnerships with other schools and local universities have a positive impact on student learning, and there are few international partnerships.
- The governing board holds leaders to account through reviews of the SDP. They have a positive impact on school improvement. The views of stakeholders are sought regularly and, where appropriate, these influence the direction of the school. The governing board is committed to supporting the professional development of teachers and leaders and is building the capacity of senior leadership through the funding of accredited leadership courses. Their support in ensuring all staffing needs are met is inconsistent.
- All aspects of the day-to-day running of the school are well-organised and contribute to a positive learning environment. Staff are well-qualified and have benefited from professional



development, particularly senior leaders. Resources and facilities are used appropriately to promote students' learning and personal development, although there is no sports hall for indoor sports during inclement weather. There is no middle leader with overall responsibility for non-core subjects and there are insufficient staff to support the growing number of students with additional learning needs.

Areas of Strength:

- The vision and direction provided by the principal and other senior leaders.
- The relationships and communication throughout the school, and the impact of the partnerships with parents.
- The culture and ethos of the school, and the commitment of governors to leadership and staff development.

Areas for Improvement:

- The monitoring and evaluation of teaching and learning by middle leaders and their ability to align this with the school's self-evaluation
- The sufficiency of staffing to support students with additional learning needs and other critical positions such as the leadership of non-core subjects.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 10 teachers teaching Arabic as a second language from Years 1-9. The ratio of teachers to students is 1:150.
- There are 953 Arabic books in the library which include 902 fiction and 51 non-fiction books. Students are issued library books weekly, which are used during Arabic lessons to develop fluency and comprehension.
- Students experience a structured and progressive reading programme. Reading is embedded daily through guided and shared reading, dictation and comprehension activities focusing on pronunciation, fluency, and understanding. Five minutes of daily reading and speaking is built into Arabic lessons across all year groups. Reading records and progress charts are maintained to monitor student progress and inform targeted support. Technology is integrated through the use of appropriate websites, and audio and video materials are used to support listening and pronunciation
- The school organises competitions such as Arabic poetry competitions. Students participate in the Arab Reading Challenge (ARC) where they read, summarise, and critique books. Community initiatives such as the "Let's Read Together" competition broaden students' cultural exposure and foster engagement beyond the classroom.

The school's use of external benchmarking data

- The school complies with all SPEA requirements for international examinations. All eligible students take the TIMSS and PIRLS tests. Students take CAT4 tests in Years 2, 4, 6 and 8. Students in Years 3 to 9 take the Arabic IBT assessments, and students in Years 4-9 are entered in the PT tests in English, mathematics and science. All students take the NGRT tests in reading. External tests are used to benchmark achievements against national and international standards.
- In the PIRLS English assessments in 2021/22, 70% of the Year 4 cohort were in line with expectations, and 48% were above (acceptable). In the TIMSS assessments in 2022/23, 98% of the Year 5 cohort were in line in mathematics, and 36% were above (acceptable). In science, 88% of the Year 5 cohort were in line, and 51% above (good).
- Staff are aware of the testing processes for their subjects and there is a detailed plan to prepare students for the external tests. Typical test questions are included in lessons. There are software packages used by students to practise for tests.
- Students use information from these tests to set targets for themselves in the core subjects. All results are shared with students and emailed to parents and through the online portal.

Provision for KG

- There are 14 teachers, 7 teaching assistants and 4 nannies in Phase 1 (KG). The ratio of teachers to students is 1:12.
- The classroom environment supports learning and celebrates children's achievements. An indoor learning centre is used as an extension to the classrooms. Resources include a small

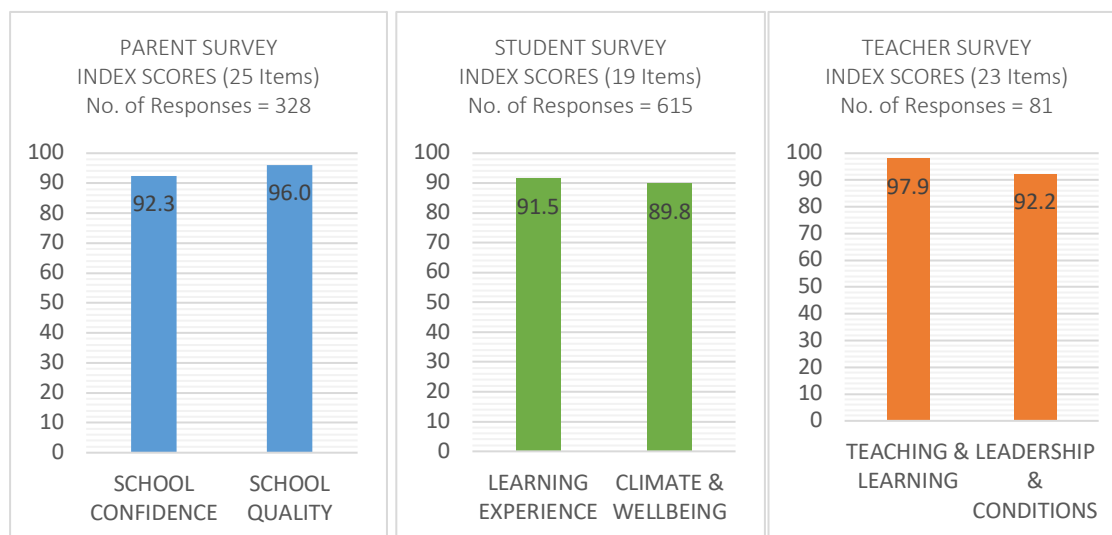


reading area, manipulatives, resources for fine motor skills and language development, along with a small library area.

- The outside area includes sand and water play, a slide, tricycles, a sensory path and a balance board. There is a garden where children plant flowers which they look after.
- Children are assessed in English, mathematics and their motor skills. Parents and children are invited before the academic year to visit phase 1. In week one, a profile is sent home followed by a parent and teacher meeting. There are further meetings to update and offer support for parents should this be required. Similar arrangements are in place for the transition into Year 1.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise attainment and improve the quality of teaching further, particularly in mathematics and for higher-attainers, by:
 - Providing activities for higher-attainers in lessons that stretch and challenge them further.
 - Using questioning and dialogue that requires students to give extended responses in lessons to deepen and extend their learning.
 - Explicitly planning how the learning needs of students who need additional support will be met, and ensure these plans are implemented consistently.
- Further improve students' learning skills, including their innovation, enterprise, enquiry, critical thinking and use of technologies, by:
 - Identifying and learning from best practice across the school.
 - Using technology in lessons where this will support effective learning.
 - Deliberately planning opportunities for students to take responsibility for their own learning and undertake problem-solving and investigative activities.
- Make more consistent and effective use of assessment, including for students with additional learning needs, by:
 - Ensuring all teachers consistently use assessment information to plan activities to meet the needs of all groups of students.
 - Using ongoing assessment to adapt lessons to students' success in learning.
 - Appointing teachers trained in special educational needs.
- Ensure that leaders actions impact directly on the quality of provision and students' outcomes, by:
 - Focusing self-evaluation on the impact on students' attainment and progress and build the capacity of middle and senior leaders to accurately evaluate learning in lessons.
 - Using the most recent internal and external assessment data to set targets in each subject and phase.
 - Ensuring middle leaders' self-evaluation informs their action-planning and target-setting processes.
 - Reviewing student achievement against targets at regular intervals and adjusting where necessary.



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.