



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN  
Programme

# School Performance Review REPORT | (SPR)



إتقان ITQAN

**AL SALEH PRIVATE SCHOOL FOR GIRLS**

20 to 23 January 2025

Overall  
Effectiveness  
Rating:  
**GOOD**

## TABLE OF CONTENTS

<b><u>PURPOSE AND SCOPE</u></b> .....	2
<b><u>THE SCHOOL PERFORMANCE REVIEW PROCESS</u></b> .....	3
<b><u>SCHOOL INFORMATION</u></b> .....	5
<b><u>SUMMARY OF REVIEW FINDINGS</u></b> .....	7
<b><u>MAIN REVIEW REPORT</u></b> .....	8
<b><u>Performance Standard 1:</u></b> .....	9
<b><u>Students' Achievement</u></b> .....	9
<b><u>Performance Standard 2:</u></b> .....	18
<b><u>Students' personal and social development and their innovation skills</u></b> .....	18
<b><u>Performance Standard 3:</u></b> .....	20
<b><u>Teaching and assessment</u></b> .....	20
<b><u>Performance Standard 4:</u></b> .....	22
<b><u>curriculum</u></b> .....	22
<b><u>Performance Standard 5:</u></b> .....	23
<b><u>the protection, care, guidance and support of students</u></b> .....	23
<b><u>Performance Standard 6:</u></b> .....	25
<b><u>Leadership and management</u></b> .....	25
<b><u>SPEA ADDITIONAL focus areas</u></b> .....	28
<b><u>VIEWS OF Stakeholders</u></b> .....	29
<b><u>STRATEGIC RECOMMENDATIONS &amp; NEXT STEPS</u></b> .....	30



## 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.

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

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

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



## SCHOOL INFORMATION

School	School ID	163
	School location	Al Nakheelat, Sharjah
	Establishment date	24/1/2011
	Language of instruction	Arabic
	School Curriculum	Ministry of Education (MoE)
	Accreditation body	MoE
	Examination Board	MoE
	External Assessments International and Curriculum Benchmark Assessments	Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS) International Benchmark Tests (IBT)
Staff	Fee Range	AED 7,000 to AED 11,000
	Principal	Amal Monier
	Chair of board of governors	Hanan Bahgat Al Tenawy
	Total number of teachers	54
	Total number of teaching assistants	0
	Turnover rate	22 %
Students	Teacher: student ratio	1:13
	Total number of students	720
	Total number of students per cycle	Cycle 1: 0 Cycle 2: 234 Cycle 3: 486 Cycle 4: 0
	Pre-KG: number and gender	Boys: 0      Girls: 0
	KG: number and gender	Boys: 0      Girls: 0
	Cycle 2/Primary: number and gender	Boys: 0      Girls: 0
	Cycle 3/Middle: number and gender	Boys: 0      Girls: 234
	Cycle 4/High: number and gender	Boys: 0      Girls: 486
	Total number of Emirati students	3
	Pre-KG: Emirati number and gender	Boys: 0      Girls: 0
	KG: Emirati number and gender	Boys: 0      Girls: 0

### School Performance Review of Al Saleh Private School for Girls 20 to 23 January 2025



	Cycle 2/Primary: Emirati number and gender	Boys: 0	Girls: 0
	Cycle 3/Middle: Emirati number and gender	Boys: 0	Girls: 1
	Cycle 4/High: Emirati number and gender	Boys: 0	Girls: 2
	Nationality groups (largest first)	1. Syrian	
		2. Egyptian	
	Total number of students with special educational needs	7	



## PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
<b>GOOD</b>	<b>GOOD</b>

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 124 lesson observations, 41 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 the same as the previous review visit. The majority of students attain above curriculum standards and make better than expected progress across all subjects in Cycle 3. In Cycle 2, the majority attain above and make better than expected progress across all subjects except in English and social studies. Students' learning skills are good in both cycles; students communicate their learning clearly, collaborate in small groups and sometimes transfer their learning across subjects and to the real world. Students' personal development, relationships and application of Islamic values are good and well embedded across all aspects of the school. Students' innovation skills are developing sufficiently although less so in lessons. Teaching, assessment and the curriculum are good overall. Teachers establish cross-curricular links between subjects to help students transfer their learning. They do not always use assessment information to plan for effective differentiation. Health and safety and support and guidance procedures are effective. The school identifies students who are gifted and talented (G&T). Leadership and management are good. Senior leaders have a shared vision and a clear understanding of their roles and their next steps to secure improvement. The school provides a happy environment where students assume leadership roles and grow in confidence. Effective partnerships with parents have a positive impact on students' personal development. Governors are fully involved and monitor the school's performance through a clear system. Senior leaders have started to measure the success of school improvement targets against students' attainment and progress. There is strong capacity for the school to make further improvements.

#### KEY AREAS OF STRENGTH:

- The improvement in students' achievement in mathematics, science and Arabic in Cycle 2.
- Students' responsible attitudes and collaborative relationships, creating a harmonious





school environment.

- The school's strong governance and successful parental involvement.
- Leaders' success in establishing a supportive learning culture and the improving continuous professional development programme that is helping to strengthen the quality of teaching and learning.

**KEY AREAS FOR IMPROVEMENT:**

- Students' achievement in English and social studies in Cycle 2.
- Students' further development of their enterprise, innovation and independent research skills in lessons in all subjects, particularly in Cycle 2.
- Teachers' use of assessment to support the different learning needs of individual students across both cycles.



## PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is good overall.**

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



Islamic Education

- Students' achievement in Islamic education is good overall. The school's internal data indicates outstanding progress in both cycles. This does not match with what is seen in lessons and in their work, over time where the majority of students make better than expected progress across both cycles.
- Internal data and Grade 12 MoE national examination results indicate outstanding attainment in both cycles. This does not match with what is seen in lessons and in students' work where the majority of students demonstrate knowledge, skills and understanding above curriculum expectations. There is no external data for Islamic education.
- In Cycle 2, the majority of students demonstrate good knowledge and appreciation of Islamic principles and values. Their recitation skills following Tajweed rules are less well developed. In Cycle 3, students expand on their discussions and explain why men are prohibited from wearing silk and gold, linking this to the principles of Islamic dress etiquette. Students discuss cleanliness as prophetic sunnah and its effect on the health of individuals and society. In Cycle 3, they apply Islamic rituals in school although their ability to link daily practices to prophetic teachings is less well developed.
- Higher achieving and G&T students do not always receive sufficient levels of challenge to enable them to reach their full potential.

**Areas of Strength**

- Students' depth of knowledge of Islamic values and etiquette in Cycle 3.
- Students' application of Islamic rituals at school in Cycle 3.

**Areas for Improvement**

- Students' accurate application of Tajweed rules to support their recitation skills in Cycle 2.
- Students' ability to link daily practices to prophetic teachings in Cycle 3.



Arabic	<ul style="list-style-type: none"><li>Students' achievement in Arabic is good overall. In lessons and in their work over time, the majority of students make better than expected progress across both cycles. This does not match with the school's assessment data which shows outstanding progress overall.</li><li>Internal assessment data and Grade 12 MoE national examination results indicate that almost all students attain above curriculum expectations which is not evident in lessons and students' work, where the majority of students attain above curriculum standards. Almost all students in Grades 5 to 9 took the IBT in 2024. The results indicate attainment in line with curriculum standards overall.</li><li>The majority of students across both cycles make good progress. In Cycle 2, students can extract the main details and ideas and read age-appropriate texts. Their deeper analysis and understanding of age-appropriate texts is less secure. Students gain clear understanding of new words and use them in sentences and phrases, although their extended writing skills are less well developed. In Cycle 3, students develop secure listening and speaking skills during discussions and debates and demonstrate good presentation skills. They analyse the figurative language and rhetorical imagery in poetic verses. They describe the impact of nature in an Andalusian poem and explain the positive role of nature on individuals' health and wellbeing. Students' extended writing skills in Cycle 3, are more developed than in Cycle 2.</li><li>Overall, the majority of groups make better than expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' reading skills in Cycles 2 and 3.</li><li>Students' listening and speaking skills in Cycle 3.</li></ul>	<ul style="list-style-type: none"><li>Students' deeper understanding and analysis of written texts in Cycle 2.</li><li>Students' extended writing in Cycle 2.</li></ul>



Social Studies

- Students' achievement in social studies is good overall. Internal data indicates outstanding progress across both cycles. This does not match with what is seen in lessons and in students' work where most students in Cycle 2 make expected progress and the majority of students in Cycle 3 make better than expected progress over time.
- Internal assessment data and Grade 12 MoE national examination results indicate outstanding attainment in both cycles. This does not match with what is seen in lessons and students' work, where the majority of students attain above curriculum expectations in Cycle 3, and most attain in line with curriculum expectations in Cycle 2. There is no external data for social studies.
- In Cycle 2, most students use maps to determine geographical location. Their knowledge of the importance of the UAE's location is underdeveloped. In Cycle 3, students show good understanding of various concepts such as population growth and the causes of overpopulation in particular areas. The majority of students can accurately describe the Hafit tombs and the cultural interactions between Hafit and neighbouring civilisations. Their deeper understanding of historical events is less well developed. Students show a good understanding of cybersecurity.
- Overall, most groups of students make similar rates of progress. No data was provided to identify the progress of different groups of students such as G&T students and students with special educational needs (SEN).

**Areas of Strength**

- Students' ability to explain reasons behind overpopulation and its effects in Cycle 3.
- Students' understanding of cybersecurity in Cycle 3.

**Areas for Improvement**

- Students' knowledge of the significance of the UAE's geographical location in Cycle 2.
- Students' deeper understanding of historical events in Cycle 3.



English

- Students' achievement in English is good overall. The school's internal data shows good progress overall. This is reflected in the lessons and students work in Cycle 3 and not in Cycle 2, where most students make expected progress over time.
- Internal assessment data indicates that the majority of students attain above curriculum standards. This is not consistently evident in the lessons or students' work seen, where attainment for most students is in line with curriculum standards in Cycle 2 and above curriculum standards for the majority of students in Cycle 3. The 2024 IBT external attainment data indicates good attainment in Grades 5, 7 and 9. Grade 12 national examination results indicate outstanding attainment.
- Initiatives to enhance literacy skills across both cycles have resulted in improvements in students' reading fluency in Cycle 2 and their greater participation in writing activities. Students' listening and speaking skills are more advanced than their reading and writing skills in both cycles. In Cycle 2, students' verbal communication allows them to show understanding during discussions on various texts. Their skills in reading comprehension are still developing, with many students demonstrating only a superficial grasp of the ideas within texts. A minority struggle to structure their writing coherently, including correct spelling and punctuation. In Cycle 3, students effectively articulate ideas, justify opinions, and explain textual elements. A few face challenges in inferring, predicting, and paraphrasing accurately. Opportunities to practise writing skills such as planning, revising, and editing in lessons remains limited.
- The majority of groups of students make similar rates of progress. Lower attaining students make less progress than others, including students with SEN. Higher achieving and those who are G&T are not challenged sufficiently in lessons, limiting the progress they make.

**Areas of Strength**

- Students' improved levels of reading fluency in Cycle 2.
- Students' listening and speaking skills in both cycles.

**Areas for Improvement**

- Students' higher order reading skills such as predicting, inferring and summarising in Cycle 3.
- Students' writing skills in both cycles.



Mathematics	<ul style="list-style-type: none"><li>Students' achievement in mathematics is good overall. The school's internal data indicates outstanding progress in both cycles. This is not seen in lessons and students' work, where the majority of students in Cycles 2 and 3 make better than expected progress over time.</li><li>Internal assessment data indicates very good attainment in both cycles. Grade 12 MoE national examination indicates outstanding attainment. This is not seen in lessons and students' work where majority students attain above curriculum standards. The 2024 IBT external attainment data indicates above expected attainment in Grades 5, 7 and 9.</li><li>In Cycle 2, students can solve problems by using graphs. In Grade 7, students solve linear equations. They apply the distributive property to the sum of two numbers and apply it in coordinate geometry. Students find it challenging to estimate and compare areas of different shapes independently. In Cycle 3, students demonstrate a clear understanding of algebra. By Grade 10, students measure angles, and a minority can link learning about the application of geometry to real life situations. In both cycles, students' analytical and reasoning skills in mathematics are well developed.</li><li>The majority of students across different groups make similar rates of progress. Students who are G&amp;T are not consistently challenged in lessons to maximise their progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' ability to interpret graphs in Cycle 2.</li><li>Students' analytical and reasoning skills in both cycles.</li></ul>	<ul style="list-style-type: none"><li>Students' estimation and comparison of different shapes independently in Cycle 2.</li><li>Students' application of geometry to real life situations in Cycle 3.</li></ul>



Science	<ul style="list-style-type: none"> <li>Students' achievement in science is good overall. The school's internal data shows very good progress in both cycles. This is not seen in lessons or students' work where the majority of students make better than expected progress over time in both cycles.</li> <li>The school's internal data indicates that students' attainment is very good in both cycles. The 2024 IBT external attainment data indicates good attainment in Grades 5, 7 and 9. Grade 12 national examination results indicate outstanding attainment. This does not match with what is seen in lessons and students' work, where the majority of students in Cycles 2 and 3 attain levels above curriculum standards.</li> <li>In Cycle 2, the majority of students demonstrate good knowledge and understanding of life and physical science. In Grade 5, students differentiate between metals and non-metals. In Cycle 2, there is a gradual progression in students' scientific and practical skills. In Grade 8, students understand the structure and function of the eye, test and relate different types of lenses with eyesight problems. Students' scientific writing and their skills in the interpretation of data from graphs are emerging. In Cycle 3, students' scientific and laboratory skills in chemistry, physics and biology are well developed. In Grade 9, students experiment the different factors affecting the friction forces. In Grade 12, students extract DNA in the laboratory from fruit samples, and design and investigate electric circuits with varying resistance. A minority of students can apply their scientific skills to real-life situations.</li> <li>The majority of student groups make similar rates of progress across the school, including students with SEN.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' understanding of scientific concepts across the school.</li> <li>Students' emerging scientific thinking and investigative practical skills in Cycle 2.</li> </ul>	<ul style="list-style-type: none"> <li>Students' skills in accurately recording observations and inferring information for science report writing, particularly in Cycle 2.</li> <li>Students' application of their scientific skills in real-life situations in Cycle 3.</li> </ul>





Other subjects	<ul style="list-style-type: none"> <li>Students' achievement in other subjects is good overall. Internal data indicates outstanding progress. This is not seen in lessons and students' work where the majority of students across the school are making better than expected progress over time.</li> <li>Internal assessment data indicates outstanding attainment. This is not seen in lessons and students' work where the majority of students attain above curriculum expectations across the school in all other subjects.</li> <li>In drama, students in Grade 12 write their own scripts and perform them confidently to the class. In design and technology, students can access websites and applications to design their own projects. In Grade 11, students use an electronics platform to assemble electric circuits with sensors to find the amount of moisture in soil. In physical education (PE), students know the rules of volleyball and short races in athletics, although they do not develop secure skills in sprint movements. In basketball, students develop basic skills such as passing the ball, shooting, rebounding, defence and offence, yet they do not develop teamwork skills in games. In art, students in Grade 8 can use clay to design creative pottery. In health science, students are able to calculate their own body mass index accurately.</li> <li>The majority of groups of students make similar rates of across all other subjects. Low attainers do not always make the progress of which they are capable as a result of insufficient support. in lessons.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' skills in drama in Cycle 3.</li> <li>Students' use of technology and their skills in the use of applications in both cycles.</li> </ul>	<ul style="list-style-type: none"> <li>Students' development of specific skills in sports in both cycles.</li> <li>Students' development of teamwork skills in both cycles.</li> </ul>



Learning Skills	<ul style="list-style-type: none"> <li>Students learning skills are good overall. They generally demonstrate positive attitudes towards their learning in both cycles and actively participate in lessons. They maintain focus when topics are engaging and relevant to their interests. Older students, particularly in Cycle 3, take responsibility for their learning and show an awareness of areas for improvement.</li> <li>Collaboration among students is effective across the school. Students share resources and cooperate on group tasks. Assigned group roles sometimes allow more capable students to dominate discussions and activities, especially when only one student is designated as the scribe, limiting the participation and contribution of all group members.</li> <li>Students connect their learning to real-world contexts. For example, in Grade 11, students in English relate their research on global issues such as food and water shortages to their presentations and informative writing. In mathematics students link their understanding of shapes to compare landmarks in the UAE.</li> <li>Students' critical thinking and problem-solving skills are emerging. Higher-order thinking skills are stronger in Cycle 3 where students design their own experiments in science. The use of learning technologies is developing, particularly in the higher grades in Cycle 3. Opportunities for innovation and enterprise remain limited and inconsistent across the school. Students' critical thinking, problem-solving, innovation, enterprise and the use of technology are less evident in Cycle 2.</li> </ul>	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> <li>Students' engagement and responsibility for their own learning in Cycle 3.</li> <li>Students' effective collaborative learning skills across both cycles.</li> </ul>	<ul style="list-style-type: none"> <li>Students' critical thinking and problem-solving skills in Cycle 2.</li> <li>Students' innovation and enterprise skills across the school and their use of technology to support their learning and to develop independent learning skills, particularly in Cycle 2.</li> </ul>



## PERFORMANCE STANDARD 2:

### STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
<b>Personal development</b>	<b>N/A</b>	<b>N/A</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>The quality of students' personal and social development is good overall. Students are responsible learners and are generally self-reliant. They enjoy activities such as leading the morning assembly or taking on a role in the Students' Council. Older students are confident and independent learners.</li><li>Students are respectful and cordial all the time. They are self-directed and disciplined. Students work well in groups and are supportive to one another, particularly to peers with special educational needs. Students engage in initiatives such as, "Together We Thrive". Relationships promote a harmonious and respectful ethos across the school.</li><li>Students have a sound understanding of healthy lifestyles, although some bring unhealthy snacks to school. They sometimes engage in discussing healthy lifestyles in assembly or prepare healthy breakfasts.</li><li>Students' attendance at 96 % is very good. A few students arrive late to school.</li></ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>N/A</b>	<b>N/A</b>	<b>Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>Students demonstrate a good understanding of Islamic values and how these influence life in the UAE. They recite verses of the Holy Qur'an in the morning assembly and celebrate</li></ul>				



Islamic special events such as the Holy Month of Ramadan and Prophet Muhammad's (PBUH) birthday.

- Students are knowledgeable and respectful of the traditions and heritage of UAE culture, particularly in Cycle 3. They celebrate Martyrs' Day, Union Day, Child's Day and Women's Day, and they regularly visit national parks in the different Emirates. Students show pride in their UAE-related artwork, displayed across the hallways and in corridors.
- Students have a secure understanding and appreciation of their own culture. They participate in events such as international day where they celebrate different cultures by wearing traditional costumes, trying various foods and listening to music. Students' knowledge of wider world culture is less developed.

**Social responsibility and innovation skills**

N/A

N/A

Good

Good

- Older students are involved in volunteer teams such as the Red Crescent team. Younger students have fewer opportunities to volunteer beyond the school.
- Students demonstrate a very positive work ethic and some actively participate in school-led projects, such as the 50 Project initiative. Opportunities for students to initiate and develop their entrepreneurial skills and to be more innovative are insufficient in both cycles.
- Students demonstrate a sound understanding of the importance of environmental matters. They take part in the school's recycling project. Students in the club design and create a hydro-power model and a robotic hand. Students plant and care for trees and flowers in the school's garden.

**Areas of Strength:**

- Students' positive attitudes and their enthusiastic engagement in clubs and school-based activities in both cycles.
- Students' volunteering activities in Cycle 3.

**Areas for Improvement:**

- Students' consistent adoption of a healthy lifestyle in both cycles.
- Students' punctuality at the start of the school day in both cycles.
- Students' creativity, innovation, and initiation of their own projects in both cycles.



### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

**The quality of teaching and assessment is good overall.**

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	N/A	N/A	Good	Good
<ul style="list-style-type: none"><li>The quality of teaching is good overall. Most teachers demonstrate strong subject knowledge and a clear understanding of how students learn best. This is less secure in English and social studies in Cycle 2. Teachers effectively communicate learning objectives at the start of lessons, ensuring that students have a clear understanding of the expected outcomes. This helps students to focus on what they need to achieve and to make better than expected progress.</li><li>Teachers create a positive and supportive learning environment across both cycles. In the best lessons, teachers use questioning techniques to review students' prior knowledge, to engage students in learning, and generate interest in the lesson. In a minority of lessons, teachers' questioning is directed broadly at the class, often favouring confident students and not fully supporting quieter learners or those needing additional help.</li><li>Lessons plans include provision for differentiated learning to provide levels of challenge and support for different groups of students. Teachers' implementation of these plans is not always consistent or effective across the school.</li><li>Most teachers plan to develop students' skills in critical thinking, problem-solving, and using technology for research and independent learning. This is more effectively implemented in Cycle 3 than Cycle 2. There is a lack of planning to develop students' innovation skills in lessons across the school.</li></ul>				
Assessment	N/A	N/A	Good	Good

- The overall quality of assessment is good. The school's internal assessment process provides information on students' attainment and links to the curriculum expectations. They provide a suitable measure of students' progress. In order to have a broader representation



of students' performance, the school benchmarked students' outcomes against IBT external tests in 2024 in mathematics, science, Arabic and English for Grades 5, 7 and 9. A small sample of students from Grade 8 took TIMSS in 2023 and the school is awaiting results. The school is preparing Grade 10 students to take PISA in the current year. Information from external tests is incorporated into formal subject action plans.

- Assessments data is analysed by grade and subject. The school analyses assessment data to track the progress of all groups of students, including students with SEN, those who are G&T, students with identified learning difficulties, and higher-achieving and lower-attaining students. Some teachers use this data in their lesson planning to cater for the needs of different groups through the use of levelled tasks, support sessions and to develop enrichment plans for higher achieving students. The use of assessment data to respond to students' needs remains inconsistent across both cycles.
- Teachers are generally aware of individual students' needs and sometimes provide suitable challenge and support. The quality of oral and written feedback varies across subjects and cycles. In Cycle 3, teachers provide constructive feedback, and a minority identify students' next steps in learning. Teachers plan for peer-assessment in lessons. Opportunities for students to self-assess their learning are insufficient across both cycles.

#### **Areas of Strength:**

- Teachers' development of a positive and supportive learning environment across both cycles.
- The school's developing use of external, national, and international benchmarking tests to inform subject action plans in both cycles. Teachers' effective use of diagnostic assessment data to address gaps in students' knowledge, skills, and understanding in both cycles.

#### **Areas for Improvement:**

- Teachers' use of probing questions to develop students' critical thinking and problem-solving skills, especially in Cycle 2 and the effective planning to promote innovation skills across the school.
- Teachers' regular use of assessment data to consistently plan and deliver lessons that provide appropriate challenge and support for different groups of students across the school
- The quality of teachers' verbal and written feedback on students' work to identify next steps in learning and greater opportunities for self-assessment in both cycles.



## PERFORMANCE STANDARD 4: CURRICULUM

**The quality of the curriculum is good overall.**

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
<b>Curriculum design and implementation</b>	<b>N/A</b>	<b>N/A</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Curriculum design and implementation is good in both cycles. It is broad, balanced and well aligned to MoE's requirements. The curriculum is planned to ensure students build progressively on their previous achievements in all subjects, effectively building knowledge, skills, and understanding across both cycles.</li><li>The curriculum is designed to balance time effectively between core subjects, activities, and the development of students' personal skills. Older students can choose between general and advanced streams and between subjects such as health science, drama, visual arts and technology. Consultation with parents and students plays a key role in decisions regarding the selection of streams, courses, and career pathways.</li><li>Cross-curricular links are clearly integrated into most lessons, particularly in Arabic, English and Islamic education. The school conducts regular reviews of its curriculum which inform updates. These reviews help to identify areas for improvement and for developing enrichment and remedial plans for students.</li></ul>				
<b>Curriculum adaptation</b>	<b>N/A</b>	<b>N/A</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The curriculum includes modifications to meet the needs of most groups of students, including those with SEN. While enrichment and remedial plans are in place, the level of challenge and support is not always sufficient to fully support students' academic development. In a few lessons, the same curriculum is applied to all students regardless of ability.</li><li>A range of extra-curricular activities and competitions is offered to students, including trips to Sharjah's museums and parks. The school also offers a range of clubs for students to pursue their interests, such as Arabic storytelling, art, mental mathematics and environmental</li></ul>				



sustainability. Adaptations to the taught curriculum to develop students' innovation, enterprise and research skills are not yet fully developed across the school.

- Most aspects of the curriculum enable students to develop a clear understanding and deep appreciation of the UAE's values, culture, and society. This is particularly apparent in moral education and social studies where students develop their understanding of the UAE's history and traditions.

#### Areas of Strength:

- The cross-curricular links in Cycle 3.
- The links with Emirati culture and UAE society in the Arabic-medium subjects in both cycles.

#### Areas for Improvement:

- Curriculum modification to meet the specific needs of different groups of students across the school.
- Adaptations to the taught curriculum to develop students' innovation and enterprise skills in both cycles.

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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection /safeguarding	N/A	N/A	Good	Good

- The school has effective safeguarding policies and procedures in place, including welfare, health, safety and child protection. Staff receive relevant safeguarding training, and parents and students are well informed about safeguarding matters, including cyber-security and





anti-bullying. Through awareness workshops, assemblies, during lessons, newsletters, the “Together we thrive” initiative and displays in the school, students’ welfare and protection are communicated effectively. All aspects of child protection and welfare are monitored by the school’s inclusion team.

- The school conducts thorough checks to ensure that any risks are promptly dealt with. Students are always very effectively supervised around the school and on the school transport. The school meets all legal and regulatory requirements, including emergency evacuation drills. The school’s building is well maintained, providing a safe and secure learning environment. Records, including health and safety, medical files and medicines are securely stored and regularly updated. Risk assessments of the premises and external activities, including fire safety checks on equipment, fire drills and supervision of students around the school and on school transport are effective. The premises are clean and fit for purpose. Ramps allow access for those with restricted mobility. The school does not have a lift to the upper floors.
- The school adequately promotes safe and healthy living and students lead initiatives such as being Health and Safety pioneers. Such activities are irregular in their implementation. The school is aware that some students bring unhealthy snacks to school from home.

#### Care and support

N/A

N/A

Good

Good

- Staff and students have positive and respectful relationships, and procedures to manage behaviour are shared with students and their parents such as the “My personality is strong” initiative.
- The school has efficient systems to support and monitor students’ attendance and punctuality through rigorous follow up procedures. Tardiness, on the other hand, remains a challenge as a minority of students arrive late to school.
- The school’s inclusion policy is thorough and procedures to identify students with SEN and G&T students are robust. The school works closely with the Hamdan Bin Rashid Al Maktoum Foundation, where assessments are carried out for all the students to identify gifted students. Identified gifted students receive support from the foundation and the school.
- The school’s inclusion lead provides effective support for students with SEN and works effectively with staff to ensure that students receive appropriate support. A large number of students who are G&T are supported through extra-curricular activities, clubs, and external competitions. Support in lessons is irregular for G&T students.
- Teachers, nurses and support staff monitor the personal development and wellbeing of all students. Transition arrangements are well organised to help Grade 5 students prior to the beginning of the academic year. Students in Grade 8 and Grade 11, attend career fairs to



prepare them for their next stage in education. The school benefits from partnerships with universities and local colleges.

**Areas of Strength:**

- The school's effective safeguarding policies and procedures.
- The identification of students with SEN across the school.

**Areas for Improvement:**

- The promotion of healthy lifestyles in both cycles.
- The systematic support and challenge for students who are identified as G&T in lessons across subjects and cycles.

**PERFORMANCE STANDARD 6:  
LEADERSHIP AND MANAGEMENT**

**The quality of leadership and management is good overall.**

**Indicators:**

**The effectiveness of leadership**

**Good**

- The leadership team, along with the newly assigned principal, sets a clear direction and promotes a vision and commitment to the UAE's priorities, shared by the whole school community. All leaders demonstrate a clear understanding of the curriculum and the best practices in teaching and assessment and this has resulted in improved students' achievement and learning skills in Cycle 2 in mathematics, Arabic and Science.
- Relationships are positive and professional, and morale is high. The school leaders demonstrate a strong capacity to improve the school and they ensure that it is compliant with all statutory requirements.

**Self-evaluation and improvement planning**

**Good**



- All staff actively participate in the production of the self-evaluation form (SEF) resulting in a good understanding of the school's strengths and areas for improvement. The SEF considers valid sources of evidence, including internal and some external assessments. Judgements generally align with the UAE School Inspection Framework. The school's improvement plan pinpoints areas for improvement and outlines clear and measurable targets, suitable strategies, success criteria, and responsible parties. The school has been successful in putting in place the recommendations from the last report and shows notable improvements in some areas particularly in Cycle 2. Systematic monitoring and subsequent support for teaching and assessment by both middle and senior leaders are resulting in improvements. The school knows that it still has to improve its approach to differentiation to ensure that all students are making the progress of which they are capable.

#### Partnerships with parents and the community

**Very Good**

- Parents engage in various events in the school including national celebrations, university information sessions, and awareness raising events about safety. Parents' views are considered when developing school improvement priorities. Parents help the school by collecting donations or by supporting clubs. The school's comprehensive communication with parents ensures weekly updates and termly parent and teacher meetings for teachers to share feedback and encourage parents to participate in and support their child's learning. Reports clearly communicate all aspects of students' achievements. Parents of students with SEN are involved in the monitoring of and target setting in their child's individual action plans (IEP).
- The school benefits from strong partnerships with the local community and arranges presentations on sustainability as a result. The school has established connections with other schools to enhance students' academic and personal development. Partnerships with international schools are less well developed.

#### Governance

**Very Good**

- The governing board has had a direct impact and a positive influence on the school's overall performance. It includes highly experienced members from education and representation from parents, teachers and students. Through termly meetings, governors check that the school is operating effectively on a day-to-day basis and ensure all statutory requirements are met. They ensure that staffing and resources are compliant with requirements and that leadership is accountable. The governing board has plans in place to enhance the accommodation to make it more inclusive through adding a lift. In addition, governors have



plans to erect a new building with more specialist areas and a canteen. The school's previous review has been systematically monitored by all board members and each governor has a contributory role in the school that positively impacts on students' personal development and wellbeing.

**Management, staffing, facilities and resources**

**Good**

- Most aspects of the day-to-day management of the school are well organised and ensure that the school provides a calm and welcoming learning environment. The school is staffed appropriately, enabling the fulfilment of its vision and mission. All staff benefit from regular professional development closely matched to the school's priorities. Professional development has not yet had enough impact on ensuring sufficient challenge for all students particularly in English in Cycle 2. There is a range of specialist facilities in science, art, and information and communication technology (ICT). Subject resources for mathematics, science and other subjects in Cycle 2 are insufficient.

**Areas of Strength:**

- The capacity of middle leaders and the positive impact of professional development to raise standards in Cycle 2.
- The leaderships' open communication that creates a familial and caring environment.

**Areas for Improvement:**

- Senior leaders' measurement of the success of school improvement targets against students' attainment and progress, particularly the levels of challenge for all students.
- Learning resources to enhance hands-on learning, particularly in science, mathematics and other subjects in Cycle 2.



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There are 7 teachers who teach the Arabic language. The student to teacher ratio overall in Arabic is 1:103.
- The school has one library with 1673 books. It has 177 fiction and 1,496 non-fiction books. All students have access to an online library and the Alef platform.
- Bi-weekly class visits to the library are scheduled for all classes. Students gain access to the library during break time to read and borrow books. Students use their ICT devices in Arabic lessons for research.
- Teachers of Arabic implement various activities to promote the Arabic language. Students also engage in external competitions such as “Read, You Are in Sharjah”, “The Jewel of the Arabic Language” and the “Reading Challenge”. Students engage in the reading club in school. Parents are engaged in encouraging their children to read. The school has several Telegram channels to promote the Arabic language.

### The school's use of external benchmarking data

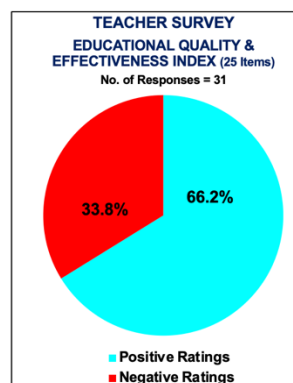
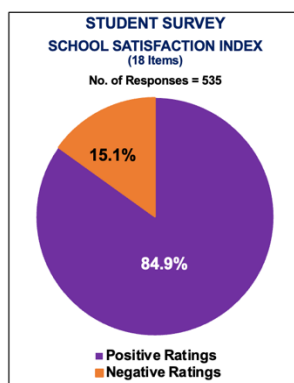
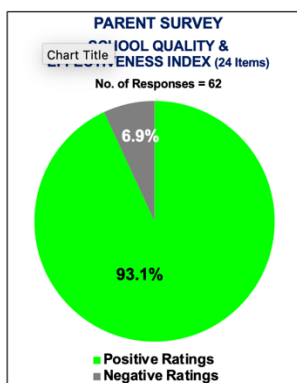
- The school benchmarks students' attainment to the IBT test in mathematics, science, Arabic, for students in Grades 5 to 9 in accordance with SPEA requirements. A sample of students participated in mock PISA tests in 2024. Students took TIMSS in 2023. The school is preparing students to take TALA in the spring. The proportion of students taking the international tests in IBT, TIMSS, and PISA is compliant with SPEA requirements.
- Teachers prepare students for international examinations by including questions derived from the relevant tests in their planning and by designing activities to develop the skills that the students need.
- Students are well-informed about these assessments. Teachers share information with parents to ensure that they are well informed about the requirements.
- Students are provided with the results of benchmark tests along with their termly assessments. Results are communicated electronically to parents.

### Provision for KG

- N/A



## VIEWS OF STAKEHOLDERS





## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in English and social studies in Cycle 2 by:
  - providing clear analysis of data in order to identify the gaps in students' knowledge and skills.
  - setting a clear strategic plan for improvement, shared with all staff in the department.
  - providing suitable training to support specific improvement goals.
  - ensuring that teaching is focused on improving weaker language skills.
  - regularly monitoring the progress being made by different groups of students to adjust teaching.
- Improve opportunities for students to develop further their enterprise, innovation and independent research skills in lessons in all subjects, particularly in Cycle 2 by:
  - developing activities that promote students' interests and aspirations.
  - instilling in students an enquiry-based approach to learning that promotes curiosity, creativity and problem-solving.
  - consistently using probing questions that challenge students' higher level thinking skills.
  - widening opportunities for students' use of technology to support their learning.
- Improve teachers' use of assessment to support the different learning needs of individual students across both cycles by:
  - continuing the professional development for teachers to analyse and identify the learning needs of different groups including G&T students accurately.
  - ensuring teachers consistently use students' performance data to plan learning tasks that are aimed appropriately to tackle the gaps in students' learning.
  - securing regular assessment and monitoring of students' attainment and progress in lessons and short assessments.
- Enhance curriculum adaptation by:
  - regularly reviewing and identifying the different groups and the learning needs of all students.
  - ensuring that lesson plans are focused on providing differentiated learning activities matched to students' needs.
  - reviewing the progress of different groups of students more frequently to evaluate the impact of interventions on maximising their achievement.
  - Establishing stronger cross-curricular links between subjects.
  - Providing ample real life learning opportunities.



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](mailto:quality.assurance@spea.shj.ae) within three weeks of receiving this report.