



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN  
Programme

# School Performance Review REPORT | (SPR)

Emirates National Schools  
18th to 21st November 2024



إتقان ITQAN

Overall  
Effectiveness  
Rating  
**VERY GOOD**

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## PURPOSE AND SCOPE

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

### Purpose

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

### Scope

This review is guided by Performance Standards 1 to 6 and seventeen related Performance Indicators taken from the 2015-16 UAE School Inspection Framework. These Performance Standards relate to 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	141
	School location	Sharjah – Al Rahmaniya 3
	Establishment date	23/06/2024
	Language of instruction	Arabic and English
	School Curriculum	American and International Baccalaureate (IB)
	Accreditation body	IB, Cogna
	Examination Board	AP College Board IB
	External Assessments International and Curriculum Benchmark Assessments	Cognitive Abilities Test (CAT4) Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS) Progress in International Reading Literacy Study (PIRLS) International Benchmark Tests (IBT) TALA and Mubakkir assessments Measures of Academic Progress (MAP) Cognia
Staff	Fee Range	AED 16,900 to AED 33,250
	Principal	Fudail Al Ahmad
	Chair of board of governors	Ahmed Al Hameeri
	Total number of teachers	143
	Total number of teaching assistants	46
	Turnover rate	22%
Students	Teacher: student ratio	1: 16
	Total number of students	2,298
	Total number of students per cycle/phase	Phase 1: 382 Phase 2: 866 Phase 3: 600Phase 4: 450
	Pre-KG: number and gender	Boys: N/A      Girls: N/A
	KG: number and gender	Boys: 211      Girls: 171

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	Elementary: number and gender	Boys: 441	Girls: 425
	Middle: number and gender	Boys: 330	Girls: 270
	High: number and gender	Boys: 220	Girls: 230
	Total number of Emirati students	2055	
	Pre-KG: Emirati number and gender	Boys: 0	Girls: 0
	KG: Emirati number and gender	Boys: 189	Girls: 153
	Elementary: Emirati number and gender	Boys: 394	Girls: 380
	Middle: Emirati number and gender	Boys: 295	Girls: 242
	High: Emirati number and gender	Boys: 197	Girls: 205
	Nationality groups (largest first)	1. Emirati	
		2. Jordanian	
		3. Syrian	
	Total number of students with special educational needs	41	



## PROGRESS JOURNEY

Previous Review:2022-23	Current Review:
<b>GOOD</b>	<b>VERY GOOD</b>

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 163 lesson observations, 101 of which were carried out jointly with school leaders.

#### SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is very good. This is a significant improvement since the previous review. Students' achievements have improved in all subjects. The recommendations in the last report were a key focus for the school's self-evaluation, and, as a result, its whole strategic planning has ensured that the school has achieved most of the goals set. Two new members recently joined the well-established governing body. This newly constituted group is making a very positive contribution, which is helping the school to move forward on many fronts, aided by very strong support from parents. All stakeholders are fully focused on the key priorities. The school's improvement plan has led to improvements across all phases, notably in improved teaching and learning. Students' attitudes to learning are very positive. The school has outstanding procedures in place for the safeguarding and protection of all students. The school's learning environment and facilities are of very high quality and very well-maintained. They support students' learning very well. The overall leadership ensures the clear direction of the school and fully embeds the UAE national and Emirate priorities into the school's vision and strategic plans.

#### KEY AREAS OF STRENGTH:

- Students' significantly improved attainment and progress in most subjects, since the previous review, especially in KG, Elementary and High.
- Students' effective and rapid acquisition of English language skills in KG and Elementary that lay a firm foundation for study across the curriculum.
- Students' very effective learning skills and their use of learning technologies.
- Students' high quality personal and social development and the positive and secure relationships with staff and peers, which promote effective learning.
- The effective teaching across all phases, the creative curriculum and the way in which it is adapted to meet the needs of different groups of learners.
- The schools' rigorous procedures to ensure the safety and wellbeing of students and all stakeholders.
- The supportive partnerships with parents, the positive input of the board of governors and the outstanding quality of the premises and the excellent display of students' artwork throughout the school.





- The overall leadership, under the guidance of a committed principal, which ensures the clear direction of the school and fully embeds the UAE national and Emirate priorities in the school's vision and strategic plans.

**KEY AREAS FOR IMPROVEMENT:**

- Students' further achievement in Arabic and Islamic Education so that it is consistently in line with other core subjects in all phases.
- School leaders' understanding at all levels of how to analyse students' performance data in line with the UAE School Inspection Framework to ensure teachers plan activities that are precisely matched to the needs of individual students.
- School leaders' monitoring of lessons at all levels to include a greater focus on students' achievement.
- The effectiveness of support staff in KG.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is very good overall.**

Indicators:		KG	Elementary	Middle	High
Islamic Education	Attainment	Good	Very Good	Good	Good
	Progress	Good	Very Good	Good	Good
Arabic (as a First Language)	Attainment	Good	Very Good	Good	Good
	Progress	Good	Very Good	Good	Good
Arabic (as an additional Language)	Attainment	N/A	Good	N/A	N/A
	Progress	N/A	Good	N/A	N/A
Social Studies	Attainment	Good	Very Good	Very Good	Very Good
	Progress	Good	Very Good	Very Good	Very Good
English	Attainment	Very Good	Very Good	Good	Very Good
	Progress	Very Good	Very Good	Good	Very Good
Mathematics	Attainment	Good	Good	Good	Good
	Progress	Very Good	Good	Good	Very Good
Science	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Other subjects (Art, Music, PE)	Attainment	Very Good	Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good

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Learning Skills	Very Good	Very Good	Very Good	Very Good
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Islamic Education	<ul style="list-style-type: none"> <li>Students' achievement in Islamic education is good in KG, very good in Elementary and good in Middle and High. In lessons and in their work over time, the majority of children in KG and students in Middle and High make better than expected progress; a large majority of students in Elementary make better than expected progress. This matches the school's internal data for Elementary students. It does not match the achievement of students in Middle and High, which shows very good progress.</li> <li>The school's internal data shows that students' attainment is very good in Elementary, which matches with what is seen in lessons and in students' work. It does not match with that seen in lessons and in students' work in Middle and High, where the majority of students attain above curriculum expectations. There is no external data for Islamic Education.</li> <li>Children in KG understand the concept of 'Zakat' and make gains in their knowledge and understanding. Their awareness of Islamic rules and their practical applications requires development. In Elementary, students make very good progress in their recitation of verses from the Holy Qur'an clearly and build their knowledge and understanding of prayer conditions and their nullifiers, although they still do not confidently apply their understanding to real-life situations. Students in Middle and High make good progress, for example, they understand the effects of Islamic values and ethics on Muslims' lives. Taking Prophet Muhammad's (PBUH) sayings on etiquette as an example, they struggle to determine confidently the etiquette and characteristics of dialogue. Students' understanding of Islamic worship is strong across the school.</li> <li>Most boys and girls make similar rates of progress across the school. High-attaining students do not always make the progress of which they are capable.</li> </ul>			
	Areas of Strength		Areas for Improvement	
	<ul style="list-style-type: none"> <li>Students' recitation of verses from the Holy Qur'an clearly and confidently in Elementary.</li> <li>Students' understanding of Islamic worship across the school.</li> </ul>		<ul style="list-style-type: none"> <li>Students' understanding of Islamic rules and their practical applications in KG and Elementary.</li> <li>Students' opportunities to expand their knowledge of Islamic values and etiquette beyond their prescribed book in Middle and High.</li> </ul>	

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Arabic

- Students' achievement in Arabic as a first language (AFL) is good in KG, Middle and High and very good in Elementary. Students' achievement in Arabic as a second language (ASL) is good in Elementary. In lessons and their work over time in AFL, the majority of students in Middle and High make better than the expected progress. This does not match the school's internal data that shows very good progress. A large majority of students in Elementary make better than the expected progress, which matches the school's internal data. In ASL, the majority of students in Elementary make better than the expected progress. This does not match the school's internal data which shows very good progress. In ASL, in Middle and High, there are fewer than 5 students.
- The school's internal data for AFL shows that students' attainment is very good in Elementary which matches with what is seen in lessons and in students' work. It does not match with that seen in lessons and in students' work in Middle and High. The attainment of the majority of children in KG, students in Elementary, Middle and High is above curriculum standards. External test results in TALA for AFL students indicates acceptable attainment. In ASL, internal data shows students' attainment to be very good in Elementary. This does not match with what is seen in lessons or students' work, where the majority attain in line with curriculum standards. External tests results for IBT indicate acceptable attainment. AFL students across the school demonstrate good listening comprehension skills. In AFL in KG, children recognise and read all learned letters and can determine the different positions of letters within the word; they know the short and long sounds and how to apply them. They read sight words confidently, but struggle in reading new words of 3 letters. AFL students in Elementary speak in standard Arabic; they demonstrate reading comprehension skills above curriculum expectations. In Middle and High students demonstrate speaking skills above curriculum expectations. Students face difficulties with extended writing across the school. Students across the school are less secure in reading fluently and expressively. In ASL, students have been learning Arabic for two years; the majority of students in Elementary demonstrate listening, reading comprehension and speaking, skills above curriculum expectations. They can form sentences using familiar words, although rarely write using memorised words and phrases.



	<ul style="list-style-type: none"> <li>There is no significant variation in the rates of progress made by different groups. High-attaining students do not always make the progress of which they are capable.</li> </ul>	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> <li>Students' listening skills for comprehension in AFL and ASL across the school.</li> <li>Students' speaking in standard Arabic in AFL and ASL in Elementary.</li> </ul>	<ul style="list-style-type: none"> <li>Students' extended writing skills across the school, particularly in Middle and High.</li> <li>Students' skills in reading fluently and expressively across the school.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>Students' achievement in social studies is very good overall. It is good in KG and very good in Elementary, Middle, and High. In lessons and in their work over time, the majority of children in KG make better than expected progress; a large majority of students in Elementary, Middle and High make better than expected progress. This matches the school's internal data for Elementary, Middle and High.</li> <li>The school's internal data shows that students' attainment is very good in Elementary, Middle and High which matches with what is seen in lessons and in students' work where a large majority attain above curriculum expectations. In KG, the majority of children attain above curriculum expectations. There is no school Internal assessment data for KG.</li> <li>Children in KG, have good knowledge of UAE heritage and culture and they recognise traditional costumes and food. Students in Elementary, have secure knowledge and understanding of the biography of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP); their demonstration of his achievements is less developed. Students in Middle, demonstrate knowledge and understanding of geographic concepts; they can explain the importance of population studies; they face difficulties in deduction of factors affecting population growth. In High, students understand economic concepts; they can discuss international and domestic trade. Students' lack confidence in explaining the advantages of international trade between countries.</li> <li>Most boys and girls make similar rates of progress across the school. High-attaining students do not always make the progress of which they are capable.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"><li>Students' ability to present the biography of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) in Elementary.</li><li>Students' understanding of geographic concepts in Middle.</li></ul>	<ul style="list-style-type: none"><li>Students' knowledge of factors affecting population in Middle.</li><li>Students' opportunities to research economic concepts so that they can discuss international trade in High.</li></ul>
English	<ul style="list-style-type: none"><li>Students' achievement in English is very good overall. The schools' internal data shows students make very good progress in Middle and outstanding in High. This does not match what is seen in lessons and students' work over time where a large majority of students make better than expected progress in KG, Elementary and High, and in Middle, the majority of the students make better than expected progress.</li><li>The school's internal data for attainment is very good overall and outstanding in High. This does not match with what is seen in lessons and students' work, which shows that a large majority of students attain above curriculum standards in KG, Elementary and High and the majority of students attain above curriculum standards in Middle.</li><li>In KG1, children demonstrate strong phonological awareness, while in KG2 children effectively apply sight words to make meaningful sentences, read new texts using reading strategies, and exhibit well-developed listening and speaking skills. In Elementary, students can find words with 'ie' in their story, The Pie Guy. They use these words to write short sentences, leading to writing a paragraph. In Middle, students define and differentiate between connotation and denotation to write meaningful text, which they share with the rest of the class. Their work in books shows that the use of spelling, grammar, punctuation and critical thinking is underdeveloped. Similarly, students overall, and particularly in Elementary and Middle, do not take pride in their handwriting and general presentation of their work. In High, students recognise and evaluate how character traits manifest themselves on human features, for example, in Shakespeare's Hamlet, the character Gertrude, is portrayed as being very beautiful and then changes to having 'dark evil looking features' by the end of the scene due to her behaviour and sometimes evil actions.</li><li>Overall, most groups of students make similar rates of progress.</li></ul>	
	Areas of Strength	Areas for Improvement

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	<ul style="list-style-type: none"> <li>Children's strong phonological awareness in KG1 and children's well-developed listening and speaking skills in KG2.</li> <li>Students' writing skills and their ability to compose short paragraphs in Elementary.</li> </ul>	<ul style="list-style-type: none"> <li>Students' use of spelling, grammar, punctuation and critical thinking in Middle.</li> <li>Students' handwriting and the presentation of their work in books across the school.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Students' achievement in mathematics is good overall. In lessons and in their work a large majority of children in KG and students in High demonstrate very good progress over time, the majority of students in Elementary and Middle make good progress.</li> <li>The school's internal assessment data indicates outstanding attainment across all phases. This does not match with that seen in lessons and students' work, where the majority of students, across all phases, attain above curriculum standards. External MAP data shows attainment is outstanding in KG and acceptable in other phases.</li> <li>In KG, children can identify and name 2-Dimensional shapes and measure and compare using non-standardised measures, although their application of learned skills to word problems requires development. In High, students can find the surface area and volume of 3-Dimensional shapes. Across all phases the use of mental mathematics' strategies is underdeveloped and the use of and access to mathematical apparatus across all phases to develop students' practical and spatial skills so that they accurately measure, and present work clearly are insufficient.</li> <li>Overall, different groups of students make similar rates of progress.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Students' understanding of mathematics when applied to real life situations across all phases.</li> <li>The ability of students to apply formulae to calculate the surface area of 3-Dimensional shapes in High.</li> </ul>	<ul style="list-style-type: none"> <li>Children's application of learned skills to word problems, deepening their mathematical understanding in KG.</li> <li>Students' application of mental mathematics' strategies to solve simple numeracy problems across all phases.</li> <li>Students' use of and access to mathematical apparatus to develop their practical and spatial skills and ensure accuracy in measurement across the school.</li> </ul>
Science	<ul style="list-style-type: none"> <li>Students' achievement in science is very good in all phases.</li> <li>Students' attainment, as shown by internal data, is outstanding in all phases. This does not match with what is seen in lessons, their recent work and over time, where a large majority of students in KG, Elementary, Middle and High attain above curriculum standards. External data suggests that attainment is weak in all phases for boys and in Elementary and Middle for girls. Attainment for girls in High is acceptable when judged by external data.</li> <li>Students' progress is very good in all phases. In KG1, children describe the reaction of mixing soda with vinegar, linking it to the role of a scientist as explored in their community-based English Language Arts (ELA) learning, while in KG2, children effectively classify animals based on characteristics and habitats. In Elementary, students build upon their knowledge and understanding of habitats and stars when learning about life, earth and space sciences. They demonstrate their knowledge about renewable resources when designing and making a solar oven. In Middle students study the formation of the earth's rocks, and genetics, where they design a camel. Students' practical and laboratory skills are developing, particularly boys. In High, students develop the ability to draw conclusions and communicate ideas. For example, when evaluating the use of redox reactions in forensic science and their role in environmental sustainability. Students also gain secure knowledge and understanding of the periodic table, ionic and covalent bonding in chemistry, complex circuits in physical science, and structure and function of the heart in biological sciences. Students' ability to solve problems and to explain scientific phenomena requires further development across all phases.</li> <li>Overall, there is little difference in the rates of progress of different groups of students.</li> </ul>	
	Areas of Strength	Areas for Improvement





	<ul style="list-style-type: none"><li>• Students' knowledge and understanding of physical, life, and earth and space science in Elementary.</li><li>• Students' scientific thinking, enquiry and theoretical investigative skills, particularly in Middle and High.</li></ul>	<ul style="list-style-type: none"><li>• Students' practical and laboratory skills across all phases, particularly boys.</li><li>• Students' ability to apply knowledge and understanding to solve problems and to explain scientific phenomena across all phases.</li></ul>
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Other subjects

- Students' achievement in other subjects is very good overall. In lessons and the students' most recent work and over time, the large majority of students in almost all subjects make very good progress across all phases.
- The school's internal assessment data indicates that most students attained above curriculum standards at the end of 2023-24 and over time. Students' attainment as seen in lesson observations and in students' work does not reflect this level off performance. Review activities indicate a large majority of students achieve above curriculum standards in KG, Middle and High and the majority in Elementary. where teaching is less effective in physical education (PE) lessons. There are no external assessment data sets for other subjects.
- In PE through effective ball control drills that they lead, students in High build their skills in serving, digging and setting the ball in volleyball. The digital learning skills of children and students are effectively developed in lessons. Children in KG show improving skills in using a mouse. In Elementary, students in digital design can use a simple coding language to create increasingly complex polygons. In Middle, students can animate a story board and add a speaking avatar. Students demonstrate high levels of creativity in arts-based subjects. Students in Middle have a secure understanding of the genre of mime. In High, students can create scenes that explore the culture of the UAE to reflect the past, present and a possible future of life in the Emirate. Elementary students enjoy singing and playing musical instruments and show a very good understanding of classic musical terms and vocabulary. Art is particularly strong in the school with some excellent work on display. Elementary students can create drawings of Arabic artefacts from life. Older students in Middle and High can use Artificial Intelligence (AI) as a digital tool to create iconic images linked to the UAE. Students can apply elements of pop art to update the images further. Students in High in commerce-based subjects demonstrate a clear understanding of the differences between being a sole trader and being in a business partnership and relate the advantages of a partnership should they ever set up a business themselves. Students' independent work within groups or paired learning activities is less well developed across other subjects.
- In most grades the progress made by different groups is broadly similar. The level of challenge in lessons for higher attaining students is not always significantly different from that seen for other groups of learners. Consequently, they do not make the progress of which they are capable.

Areas of Strength

Areas for Improvement



	<ul style="list-style-type: none"><li>Students' skills in performance in Elementary.</li><li>Students' skills in art across all phases.</li></ul>	<ul style="list-style-type: none"><li>Students' involvement in PE lessons to build their skills in Elementary.</li><li>Students' independent work within groups or paired learning activities in optional subjects across all phases.</li></ul>
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## Learning Skills

- Children in KG and students in Elementary, Middle and High are keen to learn and engage well with activities in lessons. In Middle, girls generally demonstrate a greater interest in their studies than boys. Students commonly take an active role in their own learning when given the opportunity and work independently and successfully of their teachers in lessons. Students can say in very broad terms what they need to do to improve their grades, although they do not always understand what they specifically have to do to improve in a topic area. When students receive feedback and improvement guidance on their work, teachers do not provide them with the time in lessons to make amendments.
- Children in KG get on very well with each other and share resources in group activities. In the other phases, students work successfully together with purpose in group or paired activities and demonstrate effective collaborative skills. Group sizes can be too large in practical activities for all students to take an active role in the task in hand and at times individuals can become passive. Students are confident in modelling answers on the board and presenting their work to the rest of the class.
- Students commonly link their learning with an application to the real-world and these connections often have an interesting context linked to the UAE. Students apply their knowledge from one area of learning to another subject in all phases with confidence, enabling them to understand how similar knowledge and understanding can be applied in different contexts. In High, students in art can use artificial intelligence (AI) to generate and manipulate traditional images linked to the UAE.
- Students in business studies and economics in High have a strong understanding of enterprise and are innovative in their approaches to learning. Students in all phases are confident users of learning technologies. Children in KG can access video links using quick response (QR) codes and older students can research the meaning of words to extend their vocabulary using on-line dictionaries. Students show strengths in problem-solving activities. Through the use of peer- and self-assessment, students demonstrate effective evaluation skills and the ability to think critically to offer considered constructive feedback on pieces of work.

### Areas of Strength

### Areas for Improvement



	<ul style="list-style-type: none"><li>Students' links with the real world especially to the UAE context in High.</li><li>Students' use of learning technology for research, modelling and presentation of work across all phases.</li></ul>	<ul style="list-style-type: none"><li>Students' greater independence in learning to build their confidence to move to a higher level of task promptly across all phases.</li><li>The management of group activities so that all students can participate across all phases.</li></ul>
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## PERFORMANCE STANDARD 2: STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

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

Indicators:	KG	Elementary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good

- Students' personal and social development and innovation skills are very good overall. Children and students have positive attitudes towards their learning, they are self-reliant, and they like to receive critical feedback. In the meeting with the students' council, they confirmed how much they enjoy coming to school and they demonstrate very positive attitudes towards the school. Bullying is very rare and if it occurs, it is dealt with quickly in accordance with the school's comprehensive anti-bullying policy.
- Teachers', students' and peers' relationships in all phases are highly positive. Students respect the needs and differences of others and always help each other. As a result, relationships amongst students and with staff are exemplary.
- Students demonstrate secure understanding of safe and healthy living. They usually make wise choices about their own health and safety. They initiate and participate in activities that promote safe and healthy lifestyles, giving presentations in morning assemblies. In lessons students learn about healthy eating and balanced diets, as well as the benefits of regular exercise. They enjoy physical activity during breaks and there are many sports clubs such as football, handball, gymnastics and basketball. Most students bring their own snacks from home. The canteens provide some healthy options.



- Attendance is very good at 97.2%. Students almost always arrive on time to lessons. They know the school's attendance policy and are aware of the importance of high attendance and recognise the link between attendance and achievement.

<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>Children and students across the school securely understand Islamic values and strongly appreciate the UAE heritage and history. Across the school students are clear about the influence of Islamic values on their daily lives in the UAE, which is evident in their displays around the school and through the morning assembly routines.</li><li>They are involved in all the religious celebrations and competitions, such as Ramadan, Islamic Education Projects, and the Holy Qur'an memorisation competitions. Every day, through loudspeakers, morning prayers are recited in the boys' section and legal Ruqya is recited in the girls' section. The school has a prayer committee for both the boys' and the girls' sections. Each month, 10 students are selected to serve on the committee. Their responsibilities include calling students to prayer, opening the prayer room, and preparing the ablution bathroom for use.</li><li>Students demonstrate a deep understanding, awareness and appreciation of their own culture. They participate in a range of events, such as UAE National Day, Flag Day, Saudi National Day, Martyrs' Day and classes are chosen to sing the national anthem, which deepens their understanding of their own culture. They have experience and knowledge of cultural diversity and breadth, including music, art, clothes, food and language from around the world; nevertheless, this remains an underdeveloped feature across the school.</li></ul>				
<b>Social responsibility and innovation skills</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>Students are responsible and contribute actively to the life of the school and wider communities. They participate enthusiastically in community cleaning projects and competitions with the Sharjah Volunteer Centre, and the Etisalat Sharjah community participation project. On Health Day, food is distributed to local charities, such as the Red Crescent. Students volunteer purposely in these activities.</li><li>Students show a very positive work ethic. They successfully initiate and manage projects which promote innovation across the school. They hold innovation exhibitions, such as the</li></ul>				



science fair where a hydroponic farm gained first place. The development of students' entrepreneurial skills is a developing feature across the school.

- Students care for their school and look after areas that they can improve. They are aware of environmental concerns and take part in activities to promote sustainability and conservation locally by attending COP28. The school organises recycling workshops, celebrates Earth Day with a science fair using recycled materials, and encourages students to be actively involved in similar initiatives. Students in Grade 10 won the Sharjah sustainability award in the category of AI.

#### Areas of Strength:

- Students' strong appreciation of the way Islamic values influence contemporary Emirati society.
- Students' very strong relationships, work ethic and behaviour.

#### Areas for Improvement:

- Students' understanding, awareness and appreciation of other world cultures across the school.
- Students' awareness of and their contribution to environmental and sustainability projects in all phases.

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

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

Indicators:	KG	Elementary	Middle	High
Teaching for effective learning	Very Good	Very Good	Very Good	Very Good

- The quality of teaching for effective learning is very good overall. Most teachers effectively apply their knowledge of their subjects and convey this clearly to children and students. Teachers plan stimulating lessons and provide a range of learning activities, including whole class, individual and group work, to ensure effective students' engagement in learning. Time and resources are used skilfully, and the learning environments are motivating and conducive to learning. There is not a common lesson plan format used across the school.



- Teachers' interactions with students, including the use of questioning, promotes higher order thinking, critical responses, and engages students in thoughtful discussions. As an example, in a Grade 4 science lesson, students were asked: 'What do you think makes a good solar oven?' This prompted some high-level thinking and critical responses relating to the types of material or shape that would capture and hold the most heat.
- Most teachers use approaches to ensure the needs of groups of students are met. Teachers are aware that students have different learning needs, and lessons are planned which provide challenge and support for groups of students. Effective strategies for meeting the individual needs of students are not consistently demonstrated across lessons and phases, particularly for higher attaining individuals. Strategies to differentiate learning for students with different abilities is a developing feature across the school.
- Teachers develop children's and students' critical thinking and problem-solving, innovation and independent learning skills and encourage students to take responsibility for their own learning by providing opportunities for students to reflect on their work and think for themselves. Innovative skills are particularly strong in mathematics, science, economics and business studies in High, and are a developing area in other subjects and phases.

Assessment	Good	Good	Good	Good
<ul style="list-style-type: none"><li>Internal assessment processes are linked to each strand of the school's curriculum and provide school leaders with a clear picture of students' academic attainment and their social and personal development. The methodology the school uses to judge the levels of attainment across all subjects is not fully in line with the requirements of the UAE School Inspection Framework. Most leaders at all levels are still building their understanding of how to effectively analyse data to have a fully reliable and valid picture of students' academic performance. Consequently, although the school's analysis is broadly realistic, it is not completely accurate. The school uses external MAP assessments to identify gaps in students' knowledge and to gain a picture over time of the improvements in students' attainment and the growth in their understanding. The school benchmarks students' academic outcomes against TIMSS, PISA and TALA assessments to compare students' performance against international measures. Benchmarking data indicates students attain below international standards.</li><li>Despite some inaccuracies in the analysis of students' attainment by school leaders the school's attainment tracker and analysis tool identifies the abilities of the students to teachers. Consequently, teachers plan learning tasks that are appropriate to the needs of most groups of students. Additional information from Individual Education Plans (IEP) provides detailed guidance which teachers use to plan for students with special educational needs (SEN). Teachers do not plan tasks at an individual level for the most able.</li></ul>				



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- Most teachers know the strengths of the children and students in their classes and the areas of learning that are not as secure. In KG, assessments are well-structured, enabling early identification of any learning differences a child may have so that targeted support and intervention can be offered and deployed. Teachers use the online support tools linked to MAP assessments to encourage students to revisit and revise areas of learning that are not secure and need further study. Almost all teachers provide effective verbal feedback in lessons to remedy students' misconceptions or uncertainties. The quality of the written feedback students receive in their books is inconsistent between subjects, which is confirmed in discussion with students. Teachers do not provide time in lessons for students to make the necessary amendments and improvements to their work. The use of peer- and self-assessment is common in all phases and students, when given specific rules to follow, can evaluate their own work and that of others and provide constructive feedback when asked to do so.

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

- Teachers' knowledge of their subjects that they use to engage students well in all phases
- Teachers' use of questioning and dialogue to promote students' higher-level thinking, critical responses, and thoughtful discussion across the school.

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

- Consistency in the format and detail of lesson plans across the school.
- Teaching strategies to meet the needs of individual students, including differentiation and particularly for higher attaining students across the school.
- Time in lessons for students to make amendments to their work following assessment in all phases.



## PERFORMANCE STANDARD 4: CURRICULUM

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

Indicators:	KG	Elementary	Middle	High
<b>Curriculum design and implementation</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>Curriculum design and implementation across all phases is very good. The curriculum meets all statutory requirements, including the educational quality established by Cognia. It is broad and balanced and prepares students for external examinations and their future aspirations.</li><li>There is close consultation with parents and students to help in decision making about subjects, courses, career choices and aspirations of both students and parents. This ensures that students are fully prepared for their chosen careers and educational pathways. The cross-curricular links across the school are well planned and effectively delivered. In the best lessons seen, teachers and students use some of the UAE environmental priorities for 2050 to debate as to what they as individuals can do to contribute to a better future.</li><li>Curriculum enhancement for opportunities to develop enterprise and innovation skills is less developed as is the support for the higher attainers, gifted and talented (G&amp;T) and students with SEN across all phases.</li></ul>				
<b>Curriculum adaptation</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>School leaders in collaboration with students and parents have skillfully modified the curriculum. The major change since the last review has been to include Grade 9 with High to help both attainment and progress measures in Middle and High. Early indications show that this is having a positive impact on students' overall behaviour and achievement. Regular monitoring and evaluation of curriculum content is undertaken to ensure that the school remains on target. These reviews consider students' performance data and the needs of the external benchmarking tests and examination board requirements in High.</li><li>The curriculum is modified to meet the needs of most groups of students. The school collaborates with all sister schools focusing on the scope and sequence, aligning all core subjects. Medium-term plans derive from this, and display suggests weekly activities, cross-curricular links, links to aspects of the UAE culture and relevant resources to support learning. The curriculum promotes learning skills through emphasising critical thinking,</li></ul>				

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problem solving, group work and independence. Students are given motivating opportunities to be actively involved in well-designed cross-curricular experiences for their learning. The level of challenge for G&T students is insufficient.

- The enriched curriculum plays a significant role in supporting the overall development of students' knowledge and understanding of Islamic values, Emirati culture and UAE society.

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

- The effective modification of the curriculum to meet the needs of most groups of students across the school.
- The continuity and progression in the curriculum across the school and particularly in KG to Elementary and Middle to High, to meet older students' aspirations.
- The very well planned cross-curricular activities in all phases and UAE national priorities.

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

- The modification of the curriculum to promote the integration of activities that develop students' enterprise and innovation skills across the school.
- The greater levels of challenge for higher attaining students, G&T students and support for students with SEN across all phases.



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

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

Indicators:	KG	Elementary	Middle	High
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>
<ul style="list-style-type: none"><li>Staff, students and their families are fully aware of the rigorous procedures for the protection, safeguarding, supervision and safety of students in school with the implementation of highly effective policies and procedures. The school regularly presents various child protection topics, including anti-bullying and online safety, to reinforce understanding. All aspects of students' wellbeing are communicated by way of assemblies, presentations and workshops and include subjects such as stress awareness and invisible disabilities.</li><li>The school consistently provides a fully safe, hygienic environment. Buildings and equipment are maintained to a high standard and comprehensive records are kept, including routines for evacuation and fire drills. Bus and car transport arrangements allow for the highest level of safety for all students. These arrangements are very well monitored by security personnel. There are very well-resourced school clinics, staffed with qualified nurses in boys' and girls' KG and Elementary with a doctor who visits daily and moves between them. All medications are securely stored and meticulously administered in each clinic.</li><li>Healthy lifestyles are promoted throughout the school. Students' daily food choices do not always follow these recommendations. The school promotes sporting activities using the excellent facilities available, including swimming pools, sports halls, outdoor sports pitches and air-conditioned football domes for both boys and girls.</li></ul>				
<b>Care and support</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>



- Relationships between staff and students are exemplary and systems and procedures are in place to monitor students' behaviour which results in a calm and caring atmosphere throughout the school.
- The management of students' attendance at over 97% is very successful, although despite very effective procedures recently introduced, there is a slight drop in attendance on Thursdays.
- The school has implemented a rigorous system to identify students with SEN and G&T students upon admission. A system is in place starting with assessments, teachers' referral and finally specialist assessment procedures.
- The school provides generally appropriate support to identified students. Support includes the drawing up of an IEP and additional support from a shadow teacher. As a result of the limited capacity of the SEN department with only one SEN coordinator, learning support assistant and teaching assistant, the number of children and students that can be supported effectively is low.
- The personal wellbeing and development of all students is closely monitored and there is careers counsellor who provides effective personal guidance to students in High to help them make career choices, including advice on universities. The majority of students use the university platform. Students make subject choices in Grade 10 and these choices steer them to the Sharjah University and the American University. A small minority of students who take IB also gain places at universities overseas.

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

- The rigorous procedures for the safeguarding of students by all health and pastoral personnel across the school.
- The quality and cleanliness of the school buildings and facilities which are maintained to the highest standards.

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

- The staffing capacity and support mechanisms across the school to meet the specific needs of students with SEN.
- The arrangements to meet the needs of G&T students in all phases.



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

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

### Indicators:

#### The effectiveness of leadership

**Very Good**

- Leadership and management are very good overall. Leaders at all levels, led by a committed principal, ensure a shared strategic direction for the school, which is fully committed to all UAE and Emirate priorities. These are all set out clearly in the school's mission statement and feature prominently in all lessons. The leadership is fully committed to inclusion and ensures that there is very effective provision for students with SEN. All senior leaders demonstrate a thorough knowledge of the curriculum and best practices in teaching and learning. They are focused on establishing a purposeful learning culture and increasing students' achievements and personal development.
- Effective professional communication and relationships with all stakeholders result in positive morale throughout the school. The leadership responsibility is distributed effectively among the members of the senior leadership team and middle leaders, and this results in a shared accountability for ensuring good quality outcomes. Necessary actions are taken to ensure that the school is compliant with all statutory requirements.

#### Self-evaluation and improvement planning

**Very Good**

- The self-evaluation cycle, based on the use of both internal and external data, is systematic and embedded in the school's improvement planning and practices. This results in the school having a clear idea of its strengths and weaknesses and the establishment of priorities, which have led to improvement in many areas since the last review. The principal and other senior leaders effectively monitor teaching and learning. They focus their attention mainly on teaching, learning and assessment rather than on students' achievement. The school's improvement plans are coherent and contain well-focused goals, which enable the school to creatively meet its priorities, as well as UAE's national priorities. The school has shown sustained improvements over time and there has been significant progress in many areas since the last review.

#### Partnerships with parents and the community

**Very Good**

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- Parental engagement is a key strength of the school, which results in parents being fully involved as partners in their children's learning and in school life. Parents' views on improvement priorities are fully considered and their feedback and ideas are incorporated into the planning processes. Most parents are very positive and feel their involvement contributes to raising standards. The school maintains effective, ongoing communication with parents through workshops, emails, newsletters and meetings. As a result of this effective communication parents are well informed about their children's learning and development. Parents with children with SEN feel particularly well supported. The school reports regularly and comprehensively on academic progress and personal development and the next steps in their children's learning.
- The school makes regular social contributions to the local and national communities. There is much interaction with educational institutions locally, such as the New York University in Abu Dhabi (NYUAD) where students attend summer schools and are involved in online follow-up courses throughout the year. There are further links with other schools within the Emirates National Schools' group which offer opportunities for students to participate in summer courses, focusing on developing the skills of leadership, time management and robotics. Additionally, there are international links promoting study visits and cultural exchanges, such as with the British Management University in Uzbekistan. These links and partnerships have a highly positive impact on students' learning, development and achievements.

#### **Governance**

**Very Good**

- The governance of the school is multi-layered and includes a board of directors and a central office which offer support to all six schools in the group. Additionally, there is a group of governors who have a specific responsibility for this school. This structure ensures that governance includes representation from all stakeholders. The school governors regularly visit the school to meet leaders, teachers and students. They consistently seek and consider the views of stakeholders. From their frequent and sometimes very lengthy visits, they gain a detailed knowledge of the school, which enables them to effectively hold the school to account, meet all statutory requirements and have a positive impact on performance. The governors are fully involved in all aspects of the planning for the future development of the school. They also ensure that the school has very good staffing and support requests for additional resources.

#### **Management, staffing, facilities and resources**

**Very Good**



- All aspects of the day-to-day management are extremely efficient and have a very positive impact on students' achievements and wellbeing. The school has innovative and effective routines and appropriate staffing to align with its vision. Currently, 5 teachers are absent on maternity leave and the school has made effective arrangements during their absence. All teachers are very well qualified, and the senior leaders have developed an extensive programme of in-house and external professional development to match to teachers' needs and school priorities. Some teaching assistants in KG have yet to receive professional development to be able to assist teachers more effectively and the capacity of the SEN department needs to expand to support an increasing number of students with SEN and those who are G&T. There is also a need for an additional laboratory technician.

#### Areas of Strength:

- Senior leaders' strong commitment to the UAE's national and Emirate priorities, which are embedded within the schools' vision and strategic plans.
- The improvements in many areas of the school brought about by the leadership team since the previous review.

#### Areas for Improvement:

- Leaders' understanding of how to analyse students' attainment data in line with the UAE's School Inspection Framework.
- Leaders' greater focus on students' achievement when monitoring teaching and learning.

### SPEA ADDITIONAL FOCUS AREAS

#### Provision for Arabic Language

- There are 25 Arabic teachers across grades KG to Grade 12, giving a teacher-to-student ratio of 1:9. Arabic teachers in both KG & Elementary are assisted, when possible, by the homeroom teaching assistants (non-Arab).
- There are 4 libraries in the school. The libraries contain 4,770 Arabic books, including 3,770 fiction books and 1,000 non-fiction books. Students visit the libraries according to a schedule set by the librarians and the teachers. Students are allowed to borrow 3 books every 2 weeks, 1 English and 2 Arabic books.
- All classrooms are provided with books and resources to promote the love of reading and help students improve their reading and comprehension skills. In KG and Elementary, books in the classroom libraries are organised as follows: Advanced = Green, Intermediate = Yellow, Basic level = Red. Students have a reading lesson with their teachers weekly, and after finishing





reading from their book, they pick a book suitable to their reading level to read. Platforms provided to students to motivate them to read are: 'Abjadeaat', 'Bravo', and 'Alef platform'.

- The school involves students in activities such as 'Buddy reading'. Older students read for younger students, organise activities and sometimes put on a short puppet show. Book Clubs are hosted every Thursday in High. There is a school newspaper for the girls' school. Elementary students write and act in many plays and shows for their friends in Elementary.
- Parents participate in Arabic week and Reading Month and are invited to actively participate in these events. The school will host a Book Fair during the month of January.

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

- The proportion of students taking external international benchmarking assessments is compliant with the requirements laid out by SPEA. There were 1393 entries for TALA, or writing 1303 entries, for IBT 10 entries and no entries for PIRLS and TIMSS.
- Through a rigorous review process, the areas in which students performed less well in benchmarking assessments have been identified. Action plans have been put in place to narrow any future gaps in students' knowledge. Timings of when specific topics of work are taught have been changed so that students are better prepared for their assessments. In lessons, teachers provide students with questions that are in the style of those seen in the tests to increase students' familiarity with the format and structure.
- The school continues to work with parents to build their understanding of the importance of external benchmarking as a key tool to assess students' knowledge, skills and understanding.
- The school does not provide students with the outcomes from international benchmarking assessments. It provides students with information from the external assessments linked to the curriculum. Subsequent independent learning support plans provide activities to narrow the gaps in the students' knowledge.
- Parents are not informed about the results of individual students who were involved in the international benchmarking assessments.

### **Provision for KG**

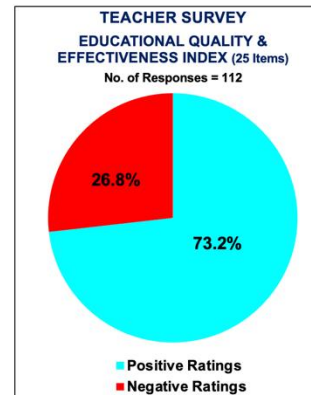
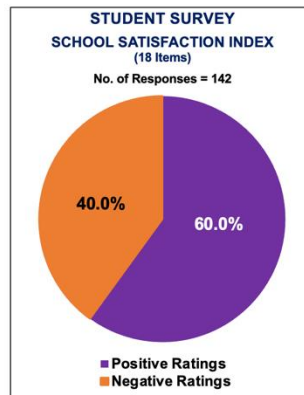
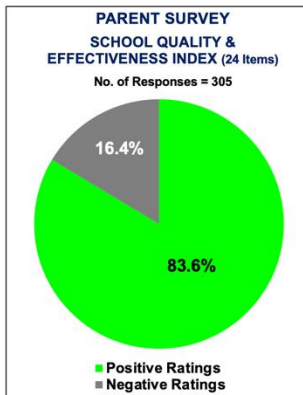
- There are 382 children in KG, supported by 22 teachers and 18 teaching assistants, with a teacher-child ratio of 1:17 in KG1/KG2 and 1:22 in Pre-KG.
- The indoor areas are spacious with classrooms that are well equipped with age-appropriate materials, including: iPads, blocks, paints, books and technology to support listening and speaking. Facilities include a gym, ICT laboratory, a science, technology, engineering, and mathematics (STEM) laboratory, and a tumble room with soft play and climbing equipment, fostering children's gross motor skills and emotional wellbeing.
- The outdoor area is covered with a canopy and has rubber flooring with climbing frames to support gross motor skills' development. It also accommodates assemblies, Holy Qur'an recitation, and PE. There is also another playground resembling a small town with



playhouses, representing various occupations and a mud kitchen for imaginative play and exploration.

- New KG1 and Pre-KG families attend an orientation at the start of the year, while KG2 children participate in a May transition programme, visiting Grade 1 facilities, meeting staff, and familiarising themselves with the environment. Parents are invited prior to the start, where the school shares with parents the school's expectations. They also benefit from regular communication through social media platforms and school applications. These structured programmes ease transitions, promote familiarity, and support children's overall adjustment.

## VIEWS OF STAKEHOLDERS





## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' further achievement in Arabic and Islamic Education by:
  - setting consistently high expectations for all students.
  - improving reading and speaking skills by involving students in dialogues and presentations.
  - ensuring planning meets the needs of all groups, including low attaining students, high attaining students and G&T students.
  - developing writing activities that promote students' interests and aspirations.
  - instilling in students an enquiry-based approach to learning to promote curiosity and creativity.
  - using questions that challenge students' higher level thinking skills.
- Improve school leaders' understanding at all levels on how to analyse students' performance data to ensure teachers plan activities that are matched to the needs of individual students by:
  - ensuring leaders at all levels fully understand the criteria for judging attainment and progress as outlined in the UAE School Inspection Framework.
  - building the skills of middle leaders to analyse outcomes from internal assessments in their own subject area.
  - making sure that teachers identify in their planning which groups of students will work on each level of the learning activities.
  - ensuring that teachers indicate in their planning specific activities for individual SEN students and G&T students.
- Improve the monitoring of lessons by leaders at all levels to include a greater focus on students' achievement by:
  - ensuring that a category for attainment is the first section on the lesson observation template.
  - ensuring that leaders identify all the competences that are achievable in the lesson.
  - ensuring that readers calculate the percentage of students who achieve or exceed each competence.
  - ensuring that leaders compare the results of lesson observations to the statements about attainment in the UAE School Inspection Framework.
- Improve the effectiveness of support staff in KG by:
  - providing regular opportunities for professional development to include bespoke training on early years' education.
  - annotating planning to ensure that there is a separate section, specifically for teaching assistants.



- ensuring teaching assistants have a clear idea of the overall learning objectives for the week and involving them fully in the lesson plans for each day.
- making sure that teaching assistants understand the learning difficulties of individual children or groups.
- providing teaching assistants with specific, scripted questions and strategies to use when working with children on different stations.

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.