



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN  
Programme

# School Performance Review REPORT | (SPR)



إتقان ITQAN

**NIBRAS AL IMAN PRIVATE SCHOOL**  
10 to 13 February 2025

Overall  
Effectiveness  
Rating:  
**ACCEPTABLE**

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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 the 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	133
	School location	Al Azraa Area, Sharjah
	Establishment date	2012
	Language of instruction	English
	School Curriculum	American
	Accreditation body	COGNIA
	Examination Board	Advanced Placemnt (AP) College Board (In progress)
	External Assessments International and Curriculum Benchmark Assessments	Measures of Academic Progress (MAP) International Benchmark Tests (IBT) Test of Arabic Language Arts (TALA) Mubakkir assessment .
	Fee Range	AED 9000 to AED 22000
Staff	Principal	Ms. Sara Tarek
	Chair of board of governors	Mr. Greg Robbins
	Total number of teachers	32
	Total number of teaching assistants	9
	Turnover rate	12.5%
Students	Teacher: student ratio	1: 13
	Total number of students	430
	Total number of students per cycle/phase	Phase 1: 133 Phase 2: 185 Phase 3:71 Phase 4: 41
	Pre-KG: number and gender	Boys: 5 Girls: 7
	KG: number and gender	Boys: 53 Girls: 68
	Elementary: number and gender	Boys: 102 Girls: 83
	Middle: number and gender	Boys: 0 Girls: 71
	High: number and gender	Boys: 0 Girls:41
	Total number of Emirati students	2
	Pre-KG: Emirati number and gender KG: Emirati number and gender	Boys: 0 Girls:1
	Elementary: Emirati number and gender	Boys: 1 Girls:0



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



## PROGRESS JOURNEY

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

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 4 reviewers' 90 lesson observations, 21 of which were carried out jointly with school leaders.

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

The school's overall effectiveness is acceptable. This is the same as at the previous review visit.

The recommendations in the last report were a focus for the school's self-evaluation. Its whole-school approach to strategic planning ensured that the school achieved some of its goals. There are improvements in progress from acceptable to good in Arabic as a First Language (AFL) in High. Attainment has improved from acceptable to good in Physical Education (PE), information and communications technology (ICT) and art in Elementary, Middle and High. Attainment is good in business studies in High. Achievement is good in all core subjects in High. Learning skills are acceptable in KG, Elementary and Middle and good in High. Students' overall personal and social development is good in Elementary and Middle and very good in High. It is good for children in KG. Students' understanding of Islamic values and awareness of Emirati and world cultures is very good across all phases. Their social responsibility and innovation skills are acceptable across all phases.

The quality of teaching is acceptable in KG, Elementary and Middle and good in High. Assessment is acceptable across all phases. The quality of curriculum design and implementation is acceptable across all phases. The adaptation of the curriculum for all groups of students is acceptable across all phases. The school has good procedures in place for the safeguarding and protection of all children and students. The school's learning environment and facilities are well maintained. They support learning well. There is good engagement of parents in the work of the school. School leaders are committed to making improvements.

#### KEY AREAS OF STRENGTH:

- Students' positive behaviour, attitudes to learning and high levels of attendance.
- The school's effective engagement and collaboration with parents.
- Students' appreciation and understanding of Islamic values and Emirati culture and heritage.
- Students' achievement in High across all subjects.



#### **KEY AREAS FOR IMPROVEMENT:**

- Attainment and progress in English, mathematics and science, particularly that of children in KG and students in Elementary.
- The quality of teaching and use of assessment data to improve the outcomes for all groups of students.
- The support and challenge in lessons for all students, including those with special educational needs (SEN) and the gifted and talented (G&T).
- The systems and procedures to ensure the health and safety of students in science laboratory classes.
- The effectiveness of the school's self-evaluation process and monitoring procedures in improving the school's performance.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is acceptable overall.**

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



Islamic Education	<ul style="list-style-type: none"> <li>Students' achievement in Islamic education is good across the school. In lessons and students' work, the majority make better than expected progress over time. This does not align with the school's internal assessment data, which indicates outstanding progress overall.</li> <li>Internal assessment data indicates that almost all students attain above curriculum standards. This is not evident in lessons, where most students' attainment is in line with curriculum standards. A majority of children in KG attain above expectations.</li> <li>In KG, children can recite short Surahs. They know the number of compulsory prayers and Ruku' (Bowing). Children know the etiquettes and Du'aa for entering the mosque. Students in Elementary know the main companions of the Prophet Muhammad (PBUH) such as Abu Bakr Al-Siddiq. They know their qualities and attributes and follow them in their lives. Students in Middle apply basic Tajweed rules in recitations from the Holy Qur'an. They memorise long verses and understand their meanings. Students across all phases struggle to apply recitation rules fully during their reading of the Holy Qur'an. Students in Grade 8 can discuss the reasons for the revelation of Surat Al-Ahzab. They can explain its significance and link it to the events in the life of the Prophet Muhammad (PBUH). In High, students know about key Muslim figures. They analyse, infer and apply lessons from these figures to their own lives. In Grade 11, students apply their knowledge of the life of Umm Salamah by being strong, responsible independent Muslim women. Across the school, students' understanding of Islamic morals, etiquettes and their application is not consistently secure</li> <li>The majority of groups of students make better than expected progress.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Students' clear recitation and understanding of short and long verses from the Holy Qur'an and their application of basic Tajweed rules in recitations in Middle.</li> <li>Students' ability to explain and apply their knowledge of the lives and attributes of the Prophet Muhammad's (PBUH) companions in their own personal development in High.</li> </ul>	<ul style="list-style-type: none"> <li>Students' ability to fully apply recitation rules during readings of the Holy Qur'an across the school.</li> <li>Students' understanding of Islamic morals, etiquette and their application in real life and at school across the school.</li> </ul>
Arabic	<ul style="list-style-type: none"> <li>Students' achievement in Arabic as a first language (AFL) and Arabic as a second language (ASL) is acceptable overall. In lessons and students' work, most students make the expected progress, and a majority make better progress in High over time. This does not align with the school's assessment data indicating very good progress overall</li> <li>Internal assessment data indicates that the large majority of students attain above curriculum standards, which is not evident in lessons, where they perform in line with curriculum standards. The recent IBT, TALA and Mubakkir assessment data indicates that students perform below the expected level.</li> <li>In KG, most children know the alphabet, phonics and can distinguish letters in words. In Elementary, students can pronounce and read familiar word and expressions. They read simple texts in line with curriculum expectations. Their comprehension and spelling skills are less developed. In Middle, most students read familiar texts, know elements of a story and can analyse and discuss its main ideas. In High, in Grade 10, students can write and discuss an informational essay and apply informational text structure and language rules. Across the school, students' writing skills remain underdeveloped. Students in Elementary know all letters, they can read words using vocalisation marks. They know the months in Arabic and explain familiar words. In Middle, students can read and understand familiar text related to personal and general interests. Writing skills remain underdeveloped across the school. In Elementary and Middle, ASL students' linguistic skills, including their breadth of vocabulary, are limited.</li> <li>Most groups of students make the expected progress.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>



	<ul style="list-style-type: none"> <li>Students' phonics and vocalisation skills in KG and Elementary in AFL and ASL.</li> <li>Students' ability to apply informational text structure and language rules in High in AFL.</li> </ul>	<ul style="list-style-type: none"> <li>Students' comprehension and spelling skills in Elementary.</li> <li>Students' writing skills across the school.</li> <li>Students' linguistic skills, including the range of their vocabulary across all ASL classes.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>Students' achievement in social studies is good across the school. In lessons and students' work, the majority make better than expected progress over time. This does not align with the school's assessment data, which indicates outstanding progress overall.</li> <li>Internal assessment data indicates that the large majority of students attain above curriculum expectations. This is not evident in lessons, where most students attain in line with curriculum expectations. There is no external assessment data for social studies.</li> <li>The majority of students in Elementary make better than expected progress. Most students demonstrate an understanding of the relationship between human societies and their physical environment. Students in Grade 4, can provide solutions to problems caused by humans, such as pollution. They analyse and discuss types of pollution and suggest solutions. Student's skill in creating visual representations of environmental information and validate suggested solutions is less secure. Students in Middle, show an understanding of significant figures and events and their impact in the region over different eras. Students in Grade 8 cite examples of historical figures in the Abbasid era and explain their significant impact on contemporary civilisation. In High, Grade 9 students make connections between the physical characteristics of the Arab Gulf region and their impact on commerce. Students explain the strategic significance of the region and the resulting issues and problems in the Emirates islands. Across all grades, students' use of technology and other sources to collect data and information in contemporary civilisation for example is limited.</li> <li>The majority of groups of students make better than expected progress.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Students' environmental awareness, and their abilities to discuss and provide solutions to environmental issues in Elementary.</li> <li>Students' understanding of the impact of historical figures and scholars on building modern civilisation in Middle.</li> </ul>	<ul style="list-style-type: none"> <li>Students' skill in creating visual representations of environmental information and validate suggested solutions in Elementary.</li> <li>Students' use of technology and other sources to collect data and information on different topics.</li> </ul>
English	<ul style="list-style-type: none"> <li>Students' achievement in English language is acceptable overall over time. In lessons and students' work, most children make the expected progress in KG as do most students in Elementary. The majority of students make better than the expected progress in Middle and High. What is seen in lessons and students' work does not align with the school's assessment data that indicates very good progress overall.</li> <li>Internal assessment data indicates that the large majority of students attain above curriculum standards. This is not evident in lessons, where most students perform in line with curriculum standards, although a majority of students in High do better. MAP assessment data indicates weak attainment across school.</li> <li>Children in KG can distinguish between letters in words, pronounce them correctly and create simple sentences. Students in Elementary scan, blend, build, decode and encode regularly spelled one-syllable words. In Grade 2, students recognise the relationship between letters and the sounds that they make and use their skill to decode words. Elementary students' listening and speaking skills are less well developed as is their reading comprehension. Students in Middle read confidently, identify key details and highlight main ideas from different types of genres. In Grade 6, students can confidently present scientific facts about an octopus and discuss them clearly. In High, students read well and make rapid progress in developing their oral skills and capacity to communicate their ideas effectively. Across Elementary, Middle and High, handwriting and extended writing skills require further development. In general, there are too few opportunities for students to write at length.</li> <li>Groups of students make similar levels of progress across the school.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Children's phonics skills in KG and students' coding skills in Elementary.</li> <li>Students' reading comprehension skills in Middle and High.</li> </ul>	<ul style="list-style-type: none"> <li>Students' listening and speaking fluency in Elementary.</li> <li>Students' reading comprehension in Elementary.</li> <li>Students' extended writing and handwriting in Elementary, Middle and High.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Students' achievement in mathematics is acceptable overall. In lessons and in their work, the majority of students in Middle and High make better than expected progress over time.</li> <li>The school's internal assessment data indicates outstanding attainment across the school. This does not match with that seen in lessons or in students' work. Most children and students attain in line with curriculum standards in KG and Elementary and the majority attain above curriculum standards in Middle and High. MAP results indicate that students performed at weak levels across all grades. Recent TIMSS results show that students performed below national and international averages.</li> <li>Most children in KG and students in Elementary demonstrate acceptable progress. Most students' progress in Middle and High is good. In KG, children can count forward, identify a number of objects and describe two-dimensional and three-dimensional shapes with support. They still require guidance from their teacher in using tools to model and draw shapes with different attributes. In Elementary, students use symbols to compare numbers, add and subtract fractions with like denominators and identify points on a coordinate plane. They struggle in using mathematical processes and visual fraction models to develop their spatial reasoning skills. In Middle, students can identify and solve problems using the Pythagorean theorem and find equalities and inequalities using one-step subtraction. They find it difficult to apply mathematical processes to solve complex word problems. In High, students use formulae to solve simple and complex problems for right triangle trigonometry and quadratic functions. Students' use of mental mathematics is well developed in Middle and High.</li> <li>Overall, most groups of students make expected progress. More able students do not have sufficient access to challenging tasks to accelerate their rate of progress.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Students' use of formulae to solve simple and complex problems in High.</li> <li>Students' skills in mental mathematics in Middle and High.</li> </ul>	<ul style="list-style-type: none"> <li>Children's use of tools to model and draw shapes with different attributes in KG.</li> <li>Students' use of visual fraction models to develop spatial reasoning skills in Elementary.</li> <li>Students' use of mathematical processes to solve complex word problems in Middle.</li> </ul>
Science	<ul style="list-style-type: none"> <li>Students' achievement in science is acceptable overall. Over time in lessons and their work, most students make acceptable progress in KG, Elementary and Middle, while in High, the majority make good progress. This does not match the school's internal data which indicates that students make very good progress.</li> <li>The school's internal assessment data shows that the large majority of students across all phases attain above curriculum standards. This does not match what is seen in lessons and students' work, where attainment is acceptable in KG, Elementary and Middle and good in High. External MAP assessment data is weak in Elementary, Middle and High. Students' TIMSS results indicate that they perform below national and international averages. There is no external data for KG.</li> <li>Overall, most students make acceptable progress in science. In KG, children identify different types of weather and relate them to their daily experiences. They need further support in developing scientific inquiry skills. In Elementary, students understand plant structures, including roots, stems, leaves and flowers. They demonstrate a basic knowledge of plant growth and its requirements. By the end of the phase, they can differentiate between renewable and non-renewable resources and recognise their significance. In Middle, students develop an understanding of the digestive system, identifying key organs and their functions. In High, physics students demonstrate knowledge of gravitational acceleration and its effect on free-falling objects. Biology students understand fermentation, its applications and its connection to glycolysis. Across all phases, students' skills in conducting experiments, investigations and drawing conclusions independently is underdeveloped.</li> <li>The majority of groups of students make expected progress. High-attaining students do not always progress as well as they could across all phases.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Students' understanding of plant structures and their growth requirements in Elementary.</li> <li>Students' knowledge of fermentation and its connection to glycolysis in High.</li> </ul>	<ul style="list-style-type: none"> <li>Students' attainment and progress in KG, Elementary and Middle so that it reaches the next level.</li> <li>Children's scientific inquiry skills in KG.</li> <li>Students' investigative and experimental skills, including their capacity to draw conclusions, across all phases.</li> </ul>
Other subjects	<ul style="list-style-type: none"> <li>During lesson observations and in students' work, achievement in other subjects is good in Elementary, Middle and High and acceptable in KG over time. The additional subjects offered in KG are art, PE, and Early Practical Life (EPL) which are activities designed to help young children develop practical life skills. Art, PE and information and communication technology (ICT) are offered in Elementary, Middle and High and business studies in High.</li> <li>There is no attainment data in art, PE and EPL. Internal tracking in ICT and business studies indicates that the majority of students make good progress. This is confirmed by what is seen in lessons and in students' work. Children's progress in KG in art, PE and EPL is acceptable. Students' progress in art and PE is good in Elementary, Middle and High.</li> <li>Children in KG enjoy PE lessons and engage in them enthusiastically. Their engagement in EPL is less wholehearted. Their opportunities to use learning technologies in lessons are limited. In Elementary Middle and High, students are keen participants in PE. In Middle, students learn the techniques of passing, dribbling and shooting basketball balls. Across all phases, students are very positive about their art classes. In Elementary, students learn about the artist Mondrian and show commitment to drawing geometric patterns and carefully completing them with primary colours during art lessons. The majority of students make good progress in developing their ICT skills. They use technology effectively to support their learning across the curriculum, especially in High. In High, business studies students hone their critical-thinking, problem-solving and advanced-level English skills through carrying out research and delivering presentations.</li> <li>Overall, the majority of groups of children in KG make acceptable progress in other subjects and across all other phases students make good progress.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Students' enjoyment and engagement in PE and art lessons throughout the school.</li> <li>Students' enthusiastic collaboration in business studies and the highly articulate way they present the results of their research in High.</li> </ul>	<ul style="list-style-type: none"> <li>Children's ability to develop important practical life skills through EPL lessons.</li> <li>Children's use of learning technologies in KG.</li> </ul>
Learning Skills	<ul style="list-style-type: none"> <li>Students' learning skills are acceptable overall. They demonstrate interest and enjoyment in their learning. When given the opportunity, they take responsibility for their own learning. In KG, Elementary and Middle such opportunities are rare, leaving students unsure about how to improve their work. In High, students take increasing amounts of responsibility for their own work, communicate their learning effectively and confidently taking on teacher-facilitator roles during lessons.</li> <li>Students' ability to work productively in groups and collaborate with their peers is still developing in KG, Elementary and Middle. In KG and Elementary, children and students learn to communicate well, listen to their peers, exchange ideas and share their learning clearly with each other. In High, students confidently share their knowledge through presentations and by responding to questions to seek clarification or further information.</li> <li>In KG, Elementary and Middle, students make simple connections between their learning and real-world contexts. For example, in KG, children apply their knowledge of shapes to identify squares and rectangles in the classroom. In Middle, students explore the impact of human activity on the environment and the importance of recycling. In the best lessons, older students identify positive and negative impacts of diversity in the workplace using case studies.</li> <li>In High, students can find things out for themselves and use technologies to support their learning. Opportunities to develop independent enquiry and research skills are less apparent across all other phases. Critical thinking and problem-solving skills are a developing feature in KG, Elementary and Middle. They are a more common feature of learning in High.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Students' interest and enjoyment when learning.</li> <li>Students' ability to take responsibility for their own learning and confidently interact with their peers and teachers to promote their learning in High.</li> </ul>	<ul style="list-style-type: none"> <li>Students' ownership of their learning in KG, Elementary and Middle.</li> <li>Students' ability to communicate and collaborate with their peers in meaningful ways in KG, Elementary and Middle.</li> <li>Students' critical thinking and problem-solving skills in KG, Elementary and Middle.</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 good overall.**

Indicators:	KG	Elementary	Middle	High
<b>Personal development</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Very Good</b>

- Students' personal and social development skills are good overall. Students demonstrate positive and responsible attitudes toward learning and respond well to critical feedback. Their behaviour in lessons, morning assemblies, and throughout the day contributes to a calm atmosphere. Older students show increasing independence in managing their behaviour and responsibilities, supported by the student council and class councils across all phases. Bullying is rare.
- Relationships among students, and between students and teachers, are highly respectful and supportive. Initiatives such as, visiting classmates who are ill, and peer-tutoring promote a strong sense of community. Children in KG actively collaborate in assemblies, whilst older students mentor their peers and engage in project-based teamwork.



- Students demonstrate a sound understanding of safe and healthy living, making informed choices about their health and safety. They participate in activities such as lunchbox checks, personal hygiene campaigns and health education programmes. They show an active interest in international events that raise awareness of global issues such as hunger, mental health and breast cancer. Students engage in morning exercises during assemblies and PE lessons.
- Attendance at school is very good at 96.2%. A noticeable number of students arrive late at the start of the school day.

**Understanding of Islamic values and awareness of Emirati and world cultures**

**Very Good**

**Very Good**

**Very Good**

**Very Good**

- Students have a secure understanding and appreciation of Islamic values. They gain this through reciting the Holy Qur'an in assemblies and when participating in competitions. They observe the Holy Month of Ramadan and celebrate key Islamic events. These include Eid Al-Fitr, Eid Al-Adha, Al-Isra and Al-Mi'raj, and the birthday of the Prophet Muhammad (PBUH). Their participation in other activities such as morning Athkar, Hijab celebrations and external competitions further strengthens their connection to Islamic principles.
- Students show great respect for Emirati heritage and culture, actively celebrating events such as National Day, Flag Day, Haq Al Leila and Martyr's Day. They attend performances of traditional UAE dance. They participate in initiatives such as the 'Best Love Letter to the Emirates' contest and the national identity classroom competition.
- Students demonstrate a basic understanding, awareness and appreciation of their own and other world cultures. They develop global cultural awareness through celebrating events such as Communities Day, Saudi National Day, and the International Day of Tolerance. On International and Global Day, they wear clothing representing different countries, and on Culture Day, clothes from their home country.

**Social responsibility and innovation skills**

**Acceptable**

**Acceptable**

**Acceptable**

**Acceptable**

- Students are aware of their responsibilities in the school community. Their involvement as volunteers within the local community is irregular and variable. They participate in Red Crescent campaigns, Bridges of Charity, and organise clothing and food drives for the



Tarahum campaign for Palestine. They visit nursing homes, distribute meals and engage in fundraising with the Sharjah Society for Charity.

- Students demonstrate a positive work ethic, although their enterprise, innovation and entrepreneurship skills are less well developed. KG children participate in themed events for example, Green Day, Traffic Day, and Science Week, while older students engage in sports tournaments and Innovation Week. Clubs, including robotics, art and sewing, are integrated into the timetable and change each term.
- Students take care of their surroundings and are aware of key environmental issues. They participate in sustainability activities such as beach clean-ups, tree-planting projects and environmental competitions. The school promotes recycling through initiatives such as the Sidr and Al Ghaf tree programmes and 'My Green Environment, My Future' activities.

#### Areas of Strength:

- Students' positive attitudes, behaviour, relationships and self-discipline.
- Students' secure understanding of Islamic values.
- Students' respect for the culture and heritage of the UAE.

#### Areas for Improvement:

- Students' enterprise, innovation and entrepreneurship skills.
- Students' social contribution as volunteers in the local community.

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

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

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

- The quality of teaching and assessment is acceptable overall. The majority of teaching in High is good. Most teachers demonstrate an understanding of how students learn. In KG and



Elementary, teachers' subject knowledge is less secure. This limits the effectiveness of their teaching in meeting children's and students' needs in most subjects.

- Teachers provide a welcoming learning environment. Lessons are generally planned to engage students, and in the most effective lessons, teachers clearly communicate learning objectives, use resources effectively and allocate sufficient time for students to complete tasks. The availability of learning resources is limited in KG and Elementary.
- Teachers' and students' interactions are positive. Nevertheless, they do not consistently promote meaningful discussions or debate. Teachers often ask students closed questions, limiting students' ability to develop critical thinking and problem-solving skills. In High, students engage in more reflective discussions. Activities and tasks in lessons do not sufficiently support or challenge high-attaining or lower-attaining students. Teaching assistants in KG are not effectively deployed to enhance children's learning.
- In the most effective lessons, teachers provide opportunities for students to develop independent learning skills, enabling them to work at a good pace and achieve expected progress, particularly in High. These practices are not yet consistent across all phases. Opportunities for independent learning and innovation are underdeveloped, limiting students' ability to take ownership of their learning.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"><li>• The school's internal assessment systems are well established and generally aligned with curriculum standards. The school participates in external examinations such as TALA, IBT, Mubakkir, TIMSS and MAP assessments. External benchmarking data is not consistently used to accurately track students' progress.</li><li>• Senior leaders analyse students' attainment and progress as individuals. Their analysis is shared within departments to help identify gaps in students' learning. The mechanisms for analysing students' performance do not provide sufficient individualised information. They do not enable the monitoring and tracking of students' progress over time effectively. The use of assessment information to inform teaching and learning is underdeveloped across all phases.</li><li>• Teachers have a reasonable understanding of the strengths and weaknesses of children in KG and students in Elementary and Middle. They have a better understanding of students in High. Teachers provide effective verbal feedback during lessons. Most workbooks are marked. Some of the written feedback provided to the students is not sufficiently individualised or detailed. As a result, some students are not fully aware of what they should do next to improve their work. The support for low-attaining students and those who have SEN, and the challenge for high-attaining students, are inconsistent in lessons.</li></ul>				



#### Areas of Strength:

- Teachers' positive interactions with students across the school.
- The school's internal assessment processes.

#### Areas for Improvement:

- Teachers' planning and support for students to improve their critical thinking, problem-solving, innovation and independent learning skills.
- Teachers' use of assessment information to inform teaching and learning and identify the necessary challenge and support required by students and groups of students.
- The quality of teachers' written feedback to students, so that they can understand what they need to do next to improve their work.

### PERFORMANCE STANDARD 4: CURRICULUM

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

Indicators:	KG	Elementary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The quality of the curriculum is acceptable overall. The school follows the American curriculum, incorporating Common Core State Standards (CCSS) for English and mathematics, Next Generation Science Standards (NGSS) for science and Ministry of Education (MoE) standards for Arabic subjects. The curriculum is generally broad, balanced and relevant to most students' needs. In High, the school does not fully adhere to the expected curriculum structure for a school following the US curriculum.
- The curriculum is adequately planned to ensure continuity and progression in most subjects. It does not consistently provide extended opportunities to support students of different abilities. The school consults parents and students to align what they study with their career interests. It is working on developing the Advanced Placement (AP) programme. The



curriculum lacks a sufficient range of curricular choices, including electives. As a result, it does not fully meet the American curriculum's graduation requirements.

- Cross-curricular links are integrated in lessons in High for students to make links between different subjects and areas of learning. Teachers do not consistently plan for cross-curricular integration across all phases. The school has reviewed its curriculum recently and adjustments have been made in the light of the findings. These adjustments have not yet led to improvements in students' academic outcomes across all learning areas and subjects.

#### Curriculum adaptation

Acceptable

Acceptable

Acceptable

Acceptable

- The school makes adequate modifications to the curriculum to meet the needs of most groups of students, placing some emphasis on individual educational plans. More able students including the G&T have insufficient challenge to make the progress of which they are capable. In most subjects, adjustments to the curriculum to improve its accessibility to students with SEN and improve their level of engagement are limited. This is particularly so in Arabic as a first and second language.
- Opportunities for promoting students' skills in enterprise and innovation are inconsistent. The school schedules extracurricular activities into the timetable across all phases. In High, sustainability projects and science, technology, engineering and mathematics (STEM) connections have been integrated into English lessons.
- The curriculum provides opportunities and links for students to develop their knowledge and understanding of Emirati culture and heritage.

#### Areas of Strength:

- Curriculum review that takes place regularly.
- Curricular links to UAE society and Emirati culture and heritage.

#### Areas for Improvement:

- Curriculum alignment with the American graduation requirements and the choice of subjects for students in High.
- Curriculum themes to enhance students' enterprise, innovation and creativity.
- Curriculum modification to meet the needs of groups of students, including those with SEN and those who are G&T.



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

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

Indicators:	KG	Elementary	Middle	High
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The school has effective policies and procedures in place for safeguarding, including child protection and e-safety. These are shared with staff, students and parents, and to new staff during their induction. As a result, all are aware of what to do and who to refer to in the event of any concerns. Safeguarding and child protection posters are prominently displayed in classrooms and corridors. Safety procedures within the laboratories do not clearly detail the safe use of resources.</li><li>The school building is well maintained, providing a safe and secure learning environment that is suited to meet the needs of most students. There is provision to move lessons to the ground floor to allow access for students and adults with reduced mobility. Records, including those covering school maintenance, fire drills and routines for evacuation meet all legal and regulatory requirements. The school's nurse and part-time doctor provide medical care including regular checks and vaccination. These and follow up processes are recorded in medical records and students' files. Protocols for the safe keeping and administration of medicines are followed thoroughly.</li><li>Promotion of a safe and healthy lifestyle is routine. The school has several covered outdoor areas so that students can remain out of the sun at break times and during most PE lessons. Students demonstrate a good understanding of healthy habits and choose healthy food options from the canteen. Drinking water stations around the school support their wellbeing. A few students consume unhealthy snacks that they bring from home.</li></ul>				
<b>Care and support</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>



- Relationships within the school are respectful and promote positive behaviour for learning. This is based on a code of behaviour which all students, staff and parents understand. Posters in Arabic and English promoting the school's Code of Conduct are widely displayed. Initiatives to celebrate positive behaviour through award and events such 'star of the month', are effective. Parents receive timely information should their child be involved in any unfortunate incident. Follow-up is routine and appropriate.
- The school's system for tracking students' attendance is generally effective. It includes phone calls to families to check the reason for any absence. Systems to encourage students' punctuality are not fully effective.
- The school's inclusion policy and procedures to identify students with SEN are developing. The staff member who leads on inclusion has systems and processes which successfully identify some of those with SEN. The school has a provisional list of G&T students.
- Individual education plans (IEP) are in place for Arabic classes. IEPs also specify activities for a few students who are withdrawn from regular classes for special sessions in English, mathematics and science. The new teacher for SEN provides some support in lessons. Teachers' use of IEPs to modify learning in lessons is developing. Students who are G&T take part in school-based initiatives and external events. The identification of G&T students lacks rigour and they rarely have IEPs. As a result, they do not benefit from being given challenging activities in lessons to ensure they reach their full potential.
- All staff including, those responsible for students' welfare, support and monitor students' personal development and wellbeing effectively. The school offers guidance on careers and pathways to higher learning. There are external careers fairs and a partnership with a university in readiness for next year's first graduating class. Planning for the transition of children in KG to Elementary is not sufficiently structured to support their move through the phases.

#### Areas of Strength:

- Procedures for child protection, safeguarding and the care of all students.
- Systems to promote positive relationships between staff and students.

#### Areas for Improvement:

- Systems to encourage students' punctuality.
- Procedures to ensure the safe use of resources in the laboratory.
- Systems for identifying all students with SEN and those who are G&T.
- Procedures for developing IEPs to detail effective support and challenge for students with SEN and those who are G&T.



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

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

### Indicators:

#### The effectiveness of leadership

#### Acceptable

- Leadership and management are satisfactory overall. The principal and other leaders promote a shared vision which is supportive of the UAE and its priorities. There is a strong commitment to local and Islamic values, which most parents value. Leaders are committed to inclusion. Nevertheless, support for children with SEN in lessons is inconsistent.
- Most leaders understand best practice in teaching and learning. They focus on promoting students' personal development. Relationships and communication between them are professional and effective. Many responsibilities are delegated to enable the school to function effectively. Most staff understand their roles. Senior leaders have not yet identified middle leaders to assume responsibility for certain key areas, including assessment and the curriculum. The heavy teaching-loads of middle leaders are a constraint to their deployment in such roles. The composition of the senior leadership team has been stable for the past two years, leading to some improvements since the previous review. Morale in the school is positive. The school meets most statutory and regulatory requirements. The school demonstrates an acceptable capacity to secure further improvements.

#### Self-evaluation and improvement planning

#### Acceptable

- The accurate use of internal and external data to inform self-evaluation is developing. The school has a realistic view of most of its key priorities. Its systems for monitoring teaching and learning are established. They place insufficient focus on students' attainment and progress, resulting in an over-positive assessment of students' achievement. School data is not yet aligned with the quality of students' work in lessons. The school improvement plan contains appropriate and achievable goals, aligned to the recommendations in the previous review. This is contributing to improvements, for example, the use of technology in lessons and the level of challenge in teaching. Improvement is most evident in Middle and High where students' attainment and progress has improved. The school has made acceptable progress in addressing the recommendations contained in the previous review.



<b>Partnerships with parents and the community</b>	<b>Good</b>
<ul style="list-style-type: none"> <li>The school is effective in engaging with parents and considering their views when planning future improvements. Parents have a positive view of their relationship with the school. Communication is effective, making good use of social media and online platforms. Parents receive information about the curriculum, events and initiatives. They actively support students during standard national events and celebrations. Parents have regular face-to-face meetings with teachers and receive frequent written reports. They find it easy to contact teachers if they have any queries.</li> <li>There are good links and partnerships with local schools, enabling staff to engage with best practice in successful schools. There are links with local charities. The school has developed several international links, to enhance students' learning and development.</li> </ul>	
<b>Governance</b>	<b>Acceptable</b>
<ul style="list-style-type: none"> <li>The governing body is representative of all stakeholders. It consists of appropriate staff, parents, students and external representatives. Collectively, the governors have expertise in finance, human resources, SEN, assessment and teaching and learning. Governors meet frequently and are aware of the school's challenges and key priorities. They support and monitor the school and hold leaders to account. They have some impact on the overall performance of the school and ensure that all statutory requirements are met. A recent increase in the number of students on roll has had a positive impact on the school's finances.</li> </ul>	
<b>Management, staffing, facilities and resources</b>	<b>Acceptable</b>
<ul style="list-style-type: none"> <li>The school's daily procedures and routines are well organised. The school is adequately staffed and most teachers are qualified. Professional development for staff in teaching English as a foreign language is underdeveloped and most students are not first-language English speakers. Most staff are deployed effectively. Most indoor and outdoor spaces are used effectively. Full implementation of a rich KG experience is limited by poor deployment of teaching assistants. Resources for children in KG and students in Elementary are inadequate.</li> </ul>	
<b>Areas of Strength:</b>	
<ul style="list-style-type: none"> <li>The school's strong commitment to local and Islamic values, which is valued by parents.</li> </ul>	



- The professional and effective staff relationships and communication, and the positive morale across the school.

#### Areas for Improvement:

- Senior leaders' delegation of key responsibilities to middle leaders, together with the time they need to carry out these duties.
- Leaders' focus on students' attainment and progress during the monitoring of learning and teaching to establish an accurate view of students' achievement.
- Leaders' ability to develop the role and deployment of teaching assistants in KG and the provision of resources in KG and Elementary.

## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- Arabic is taught in the school from KG to Grade 11. The Arabic department consists of 8 teachers who provide instruction to approximately 430 students. The teacher: student ratio is 1:54. There are 4 Arabic support staff in KG.
- The school has a library of 700 Arabic books, balanced appropriately between fiction and non-fiction titles.
- Students have scheduled library sessions weekly and can borrow books at any time. Reading is encouraged by a programme of internal and external competitions. The school offers extra-curricular activities in Arabic, including internal competitions such as the 'Flying Notebook', the 'Little Narrator' and 'Everyday a New Paper'.
- Parents engage in a partnership with the school to enhance their children's reading through activities at home on the digital reading platform.

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

- The school administers a range of external assessments that include MAP (Grades 2 to 11), TIMSS 2023 (36 Grade 4 and 9 Grade 8 students), TALA (Grades 3 to 11), and Mubakkir (KG1 to Grade 2). Non-Arabic students participate in IBT (Grades 3, 5 and 7). Both Arabic and non-Arabic students participate in the MAP, TALA and Mubakkir assessments. The school is compliant with SPEA regulations, using these assessments to track and support students' progress.



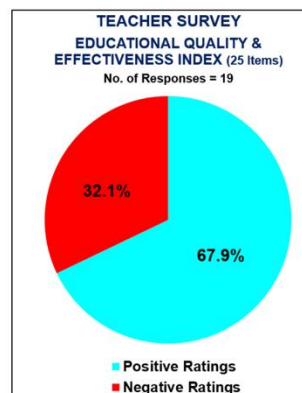
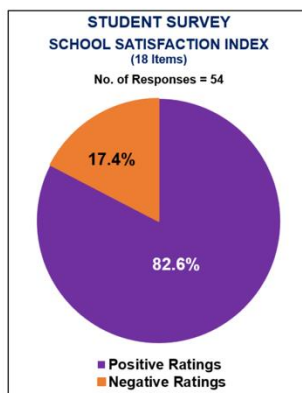
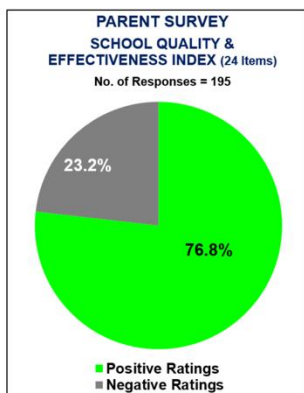
- The school prepares students for assessments by integrating MAP classes into the timetable and providing additional support through online resources. English practice passages are used to train students in test-taking skills. Awards are given to students who perform well in MAP assessments to increase motivation.
- Students are made aware of examination processes through orientation sessions. Sessions are held every term for parents and using online video communications. The school sends out letters and holds termly parent and teacher association (PTA) meetings to tell parents about upcoming assessments. Additionally, students are informed through lessons and reports put on the schools' management system.
- External assessment results are communicated to students and parents through the online system. Students receive feedback on their progress during lessons. Parents are informed through termly PTA and official reports. Results are shared promptly, ensuring students understand their performance and areas for improvement.

### Provision for KG

- There are 10 teachers in KG. The teacher to child ratio is 1:13. Of the teachers, 4 teach Arabic-medium subjects, and 6 teach English-medium subjects. There are 7 teaching assistants and a nurse. There is no dedicated head of KG, and each head of department oversees provision in their subject.
- Classrooms are of a suitable size with access to an activity room. The classrooms have designated areas of learning and are resourced at a basic level. Free-flow activities are limited. Reading corners have an adequate number of age-appropriate books in English and Arabic. Classrooms are clean and suitably furnished. They are decorated with examples of children's work and visual materials designed to support learning. The activity room has additional resources.
- The outside space is the school playground. It has shaded areas shared with the rest of the school and access to 2 slides. PE lessons take place in a courtyard with an artificial surface.
- Before children join the Pre-KG, there is an orientation programme for parents. This includes a tour of classrooms, a curriculum overview and an explanation of the KG teaching methodology and policies. Pre-KG prepares children well for moving on to KG1. There are regular meetings with parents and a good flow of information from the school on a range of matters. KG children are prepared well their transfer to Grade 1.



## VIEWS OF STAKEHOLDERS





## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' attainment and progress in core subjects particularly in KG and Elementary by:
  - engaging students through group work, problem-solving and discussions.
  - tailoring lessons to meet the needs of all learners.
  - using varied materials and scaffolding to support different learning styles and abilities.
  - defining clearly what children and students should know and be able to do by the end of the lesson.
  - using informal assessments such as quizzes and exit tickets to help check understanding.
  - providing constructive feedback to help students understand how they can improve.
  - encouraging students to think critically by posing open-ended questions and setting real-world problems.
  - challenging students with questions involving higher-order thinking that require them to analyse, evaluate and apply knowledge.
- Improve the support and challenge in lessons for all students, including those with SEN and the G&T by:
  - ensuring that teaching meets their diverse needs through establishing personalised learning goals.
  - offering the G&T more complex tasks, questions involving higher-order thinking and independent projects with open-ended opportunities.
  - setting clear objectives, providing scaffolded support in small steps, using visual aids, giving simplified instructions and offering hands-on activities for those with SEN.
  - using information technology to support students with SEN and provide G&T students with opportunities for research, independent work and creative speaking or writing tasks.
  - working closely with special education teachers to tailor lesson plans for SEN and collaborating with specialists to ensure G&T students receive appropriate challenge.
- Improve the effectiveness of support staff in KG by:
  - providing regular opportunities for professional development, to include bespoke training on early education.



- ensuring there is a separate section in lesson plans specifically for teaching assistants.
- ensuring support staff have a clear idea of the overall learning objectives for the week and involving them fully in the lesson plans for each day.
- ensuring support staff understand the learning difficulties of individual children or groups of children.
- clarifying their responsibilities for setting up tasks and materials on workstations.
- providing them with specific scripted questions and strategies to use when working with children at different workstations.

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.