



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

SUNAA AI GHAD SCHOOL

3 to 6 February 2025

Overall
Effectiveness
Rating:
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.

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

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

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



SCHOOL INFORMATION

School	School ID	101
	School location	Al Azra, Sharjah
	Establishment date	2014
	Language of instruction	Arabic
	School Curriculum	Ministry of Education (MoE)
	Accreditation body	MoE
	Examination Board	MoE
	External Assessments International and Curriculum Benchmark Assessments	International Benchmarking Test (IBT) Test of Arabic Language Arts (TALA) Mubakkir Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS)
Staff	Fee Range	AED 6,700 to AED 14,200
	Principal	Mohammed Ali Jasim Al Jebouri
	Chair of board of governors	Hanan Bahjat Ettinawi
	Total number of teachers	77
	Total number of teaching assistants	10
Students	Turnover rate	3%
	Teacher: student ratio	5
	Total number of students	1169
	Total number of students per cycle	KG: 134 Cycle 1: 377 Cycle 2: 353 Cycle 3: 305
	Pre-KG: number and gender KG: number and gender	Boys: 0 Girls: 0 Boys: 71 Girls: 63
	Cycle 1/Primary: number and gender	Boys: 215 Girls: 162



	Cycle 2/Middle: number and gender	Boys: 183	Girls: 170
	Cycle 3/High: number and gender	Boys: 184	Girls: 121
	Total number of Emirati students	15	
	Pre-KG: Emirati number and gender	Boys: 0	Girls: 0
	KG: Emirati number and gender	Boys: 2	Girls: 2
	Cycle 1/Primary: Emirati number and gender	Boys: 2	Girls: 1
	Cycle2/Middle: Emirati number and gender	Boys: 3	Girls: 0
	Cycle 3/High: Emirati number and gender	Boys: 5	Girls: 0
	Nationality groups (largest first)	1. Syrian 2. Jordanian	
	Total number of students with special educational needs	11	



PROGRESS JOURNEY

Previous Review:2023-24	Current Review:
ACCEPTABLE	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 151 lesson observations, 54 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is an improvement since the previous review, where the overall effectiveness of the school was graded as acceptable. Leadership at all levels is good. Leaders' keen focus on strategic planning involving all stakeholders, has resulted in improved students' achievement in most subjects. Students display positive attitudes to learning; and their understanding of Islamic values and awareness of Emirati culture and heritage are very good overall. The quality of teaching, assessment and the curriculum have improved from acceptable to good overall. The school's environment supports positively students' welfare, health and safety. The school maintains a good partnership with parents; and governors effectively support the school's work.

KEY AREAS OF STRENGTH:

- Students' improved achievement in most subjects since the last review.
- Students' positive attitudes to learning and their understanding of Islamic values and Emirati culture and heritage.
- The school's procedures to keep students safe and secure.
- The positive impact of the school's leaders and teachers on strengthening the school's partnership with parents
- The day-to-day management of the school and its processes.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement in all subjects and cycles to be at least very good.
- The quality of teaching, use of assessment and curriculum adaptation to meet all students' needs and enable their effective learning.
- The impact of leadership and management on improving students' outcomes.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is Good overall.

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

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Islamic Education

- Students' achievement in Islamic education is good overall. The school's internal assessment data shows that students make outstanding progress in all cycles. This does not match with what is observed in lessons and in students' work, where the majority of students make better than expected progress over time in all cycles.
- The school's internal assessment data indicates that attainment is outstanding in all cycles. This does not align with what is seen in lessons and in students' work, where the majority of students in Cycles 1 to 3 attain above curriculum expectations, and most children in KG attain in line with curriculum expectations. There is no external assessment data for this subject.
- The majority of children and students make good progress overall. They demonstrate secure knowledge of Islamic values and etiquettes across the school. In KG, children understand the meaning of their duties to help their families and refer to examples from their daily experiences to support their views. They can memorise short stories. Their understanding of the stories mentioned in the Holy Qur'an is less developed. In Cycle 1 students develop a clear understanding of the characteristics of a Muslim believer and the rulings of worship in Islam. They know about the etiquette of table manners. In Cycle 2 students read and understand the sayings of the Noble Hadeeth. A minority of students in Cycles 1 and 2 have not developed their skills to interpret the overall meaning and to draw out the lessons learnt from the Noble Hadeeth. In Cycle 3, students develop a deep understanding of the meaning of Shura (collective decision-making) in Islam and its importance in society. In general, students' recitation of Surahs from the Holy Qur'an, following Tajweed rules are improving steadily across the school.
- Overall, the majority of the different groups of students make better than expected progress. High attaining and the gifted and talented (G&T) students do not always have access to challenging tasks to maximise their learning.

Areas of Strength

- Students' knowledge of Islamic values and etiquettes across the school.
- Students' understanding of Shura in Islam and how it contributes to the development of society in Cycle 3.

Areas for Improvement

- Children's understanding of the stories in the Holy Qur'an in KG.
- Students' ability to interpret overall meaning of the Noble Hadeeth in Cycles 1 and 2.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic as a first language is good overall. The school's internal assessment data shows that children and students make outstanding progress across the school. This does not match with what is observed in lessons and in their work, where the majority of children in KG and students in Cycles 1, 2 and 3 make better than expected progress over time.The school's internal assessment data indicates that attainment is outstanding in all cycles. This does not match with what is seen in lessons and in their work, where most children in KG and students in Cycle 1 attain in line with curriculum standards and the majority of students attain above curriculum standards in Cycles 2 and 3. The school has recently participated in TALA assessments and has not yet received the results.The majority of children and students make better than expected progress. In KG, children build secure phonics skills, read the shapes and sounds of letters, and make new words. In Cycle 1, students can analyse key story elements and provide short answers related to curriculum-based questions with minimal grammatical errors. They can write short sentences, extract exclamatory expressions and prepositions from texts. In Cycle 2, students listen attentively, express their ideas clearly in standard Arabic, and interpret words from a text. A minority of students have not developed fully their reading and comprehension skills. In Cycle 3, students speak fluently in different contexts, and confidently present their work orally, using the correct standard Arabic. They can read complex texts, tease out the most important facts and identify main ideas in prose and poetry. Children's speaking skills in KG using standard Arabic, and students' fluency and accuracy when reading in Cycle 1 are less developed. Students' extended writing about different genres are insufficiently developed across the school.Overall, the majority of the different groups of students make better than expected progress. High attaining and G&T students do always make the best possible progress they should.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' ability to listen attentively and speak confidently in standard Arabic in Cycles 2 and 3.Students' reading, analytical and presentation skills in Cycle 3.	<ul style="list-style-type: none">Children's speaking skills in KG, students' fluency and accuracy in reading in Cycle 1 and reading comprehension in Cycle 2.Students' extended writing skills in all cycles.



Social Studies

- Students' achievement in social studies is good overall. The school's internal assessment data indicates that students make outstanding progress in all cycles. This does not match with what is observed in lessons and in students' work, where the majority of children in KG and students in the other 3 cycles make better than expected progress over time.
- The school's internal assessment data shows that attainment is outstanding in all cycles. In lessons and in their work, the majority of children and students attain above curriculum expectations across the school. There is no external assessment data for this subject.
- In KG, children can name the seven Emirates and the colours on the UAE flag and share their ideas about how the Emirates are different from one another based on their trips to places of interest. They know that H.H Sheikh Zayed bin Sultan Al Nahyan (RIP) is the Founder of the UAE and can name famous historical places across the UAE. In Cycle 1, students are knowledgeable of the Emirate of Sharjah and can explain its characteristics such as architecture and culture and are familiar with the geography of the region. A minority of students are not able to explain the chronological order of the UAE Rulers as part of the Emirates history. In Cycle 2, students demonstrate good levels of knowledge and understanding of different countries around the world, in particular the natural world and cultures in China. A minority of students have not yet developed fully the skills required to read, interpret and analyse various types of maps. In Cycle 3, students develop a good knowledge and understanding of the importance of the Arabian Gulf location and provide historical evidence to justify its Arab identity.
- Overall, the majority of the different groups of students make better than expected progress. High attaining and G&T students are not sufficiently challenged to maximise the progress they make.

Areas of Strength

- Students' understanding and knowledge of UAE culture, values and heritage across the school.
- Students' knowledge of the key natural and cultural characteristics of different places and the world in Cycle 2.

Areas for Improvement

- Students' ability to identify the chronological order of the UAE Rulers and to understand their roles in the constitution of the Emirates in Cycle 1.
- Students' ability to read, interpret, and analyse various types of maps in Cycle 2.



English

- Students' achievement in English is good overall. The school's internal assessment data shows that students' progress is outstanding in all cycles. This does not match with what is seen in lessons and in their work, where the majority of children in KG and students in Cycles 2 and 3 make better than expected progress over time; and most students make expected progress in Cycle 1.
- The school's internal assessment data shows that attainment is outstanding in all cycles. This is not evident in lesson observations and in their work, which shows that most KG children and students in Cycle 1 attain in line with curriculum standards, and the majority of students in Cycles 2 and 3 attain above curriculum standards. IBT test results show that attainment is below national expectations in Cycles 1 and 2, and in line in Cycle 3.
- In KG children can express their ideas orally about things they like to eat or to play with. They have good phonological skills and can relate the letters to the sounds they make, put different sounds together to make words and to construct simple sentences. In Cycle 1, students are able to write a short paragraph about familiar topics and can read a simple text. A minority of students are not able to read fluently, and their analytical skills are less developed. In Cycle 2, students confidently debate the pros and cons of English as a global language, discuss the importance of a balanced diet and explain the means of verbal and non-verbal communication. Cycle 3 students speak confidently and read with expression and intonation. They lead on research and present their work independently about different topics, such as highlighting the negative impact that junk food can have on individuals, and to give their opinions on whether junk food should be taxed by the UAE government. Students' extended writing using correct grammar and new vocabulary are less well developed across the school.
- Overall, different groups of students make similar rates of progress. High attaining and G&T students do not always have access to highly challenging work to increase the rates of progress of which they are capable.

Areas of Strength

- Children's phonological skills in KG.
- Students' speaking, reading and presentation of their research independently to others in Cycles 2 and 3.

Areas for Improvement

- Students' fluency and analytical skills in reading in Cycle 1.
- Children and students' extended writing using correct grammar and vocabulary across the school.



Mathematics	<ul style="list-style-type: none">Students' achievement in mathematics is good overall. Internal assessment data indicates that students make outstanding progress in all cycles. This does not match with what is observed in lessons and in their work, where the majority of students across the school make better than expected progress over time.The school's internal assessment data indicates outstanding attainment in all cycles. This does not match with what is seen in lessons and in their work, where most children in KG and students in Cycle 1 attain in line with curriculum standards, and the majority of students attain above curriculum standards in Cycles 2 and 3. TIMSS results for students Grades 4 and 8 are above the national expectations. IBT examination results for students for Grades 3, 5, 7 and 9 indicate that students' attainment is average.The majority of children and students demonstrate good progress. In KG, children can count forward, recognise numerals and add a set of numbers correctly. In Cycle 1, students can solve word and multi-steps numerical problems, including fractions. In Cycle 2, students can form linear equations to solve real life problems. A minority of KG children and students in Cycles 1 and 2, are not able to explain their reasoning clearly. In Cycle 3, students can apply their calculus knowledge to solve deferential equations. Their skills to interpret complex word problems are less well developed.Overall, the majority of the different groups of students, including boys and girls make better than expected progress. At times, a few students with special educational needs (SEN) make less progress. High attaining and G&T students are not sufficiently challenged so that they can make the best possible progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' ability to form equations and to solve real life problems in Cycle 2.Students' knowledge of calculus in Cycle 3.	<ul style="list-style-type: none">Children's and students' reasoning skills in KG, and in Cycles 1 and 2.Students' ability to tackle complex word problems in Cycle 3.



Science	<ul style="list-style-type: none">Students' achievement in science is good overall. The school's internal assessment data shows outstanding progress across the school. This is not evidenced in lessons and in their work, where the majority of children in KG and students in Cycles 1, 2 and 3 make better than expected progress over time.The school's internal data indicates that attainment is outstanding across the school. In lessons and in their work, most children in KG and students in Cycle 1 attain in line with curriculum standards, and the majority of students attain above curriculum standards in Cycles 2 and 3. TIMSS test results show attainment is above average in Grade 4, and in line with expectations in Grade 8. IBT examination data indicates that students' attainment is below the national expectations.Overall, children and students make better than expected progress across the school. In KG children learn about the five senses and can link them to the corresponding parts of their body. They do not have access to enough first-hand experiences to enable exploration and further develop their learning. In Cycle 1, students acquire a good knowledge about the weather conditions, and the importance of heat, energy and water cycle. A minority of students have not fully developed their investigation skills. In Cycle 2, students can define and differentiate between physical and chemical changes of substances, exploring life and classifying organisms. For example, in Grade 7, students can analyse various ways animals adapt; and in Grade 8, they can design a model for the urinary tract in the human body. In Cycle 3, students can extract DNA from fruit samples, and in physics, they can apply physical laws and equations related to projectiles, momentum, and motion of a charged particle in a magnetic field. Students are confident to conduct investigations and to make predictions following scientific methods and teachers' instructions. In Cycles 2 and 3, students do not always design or lead their own experiments or develop their skills in order to hypothesise and reach a conclusion independently.Overall, the majority of the different groups, including boys and girls make better than expected progress. High attaining and G&T students do not receive sufficient challenge to expand their learning.	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Children's knowledge about the five senses in KG. Students' knowledge of scientific terms and the way they take part in experiments, especially in Cycles 2 and 3. 	<ul style="list-style-type: none"> Children's and students' investigation skills in KG and Cycle 1. Students' ability to design, hypothesise, lead on own experiments independently and to reach a conclusion in Cycles 2 and 3.
Other subjects	<ul style="list-style-type: none"> Students' achievement in other subjects is good overall. In lessons and in their work, the majority of children and students make better than expected progress over time in physical education (PE), computer, design and technology, and in moral education; and most KG children and students in Cycle 1 make expected progress over time in art and music. The school does not have internal assessments for the progress in relation to other subjects. There are no internal attainment data for other subjects. In lessons and in students' work, the majority of students attain above curriculum expectations in most subjects, except for art and music where most students attain in line with curriculum expectations. There are no external assessments for other subjects in relation to attainment. In PE, children in KG develop a good balance and co-ordination as they jump into hoops. In Cycle 1, students are agile when they dribble a ball around cones. In Cycles 2 and 3, students participate in ball games such as volleyball and basketball. They know the rules of the game and older students demonstrate good technique, when serving and scoring with their dominant hand. In computer design and technology, Cycle 1 students understand how to use software to create and paint an environmentally friendly poster. In Cycle 2, students demonstrate independent research skills to find out about recyclable materials to use in their design of an eco-friendly house. In Cycle 3, students develop good coding skills. In art, KG children learn about the different methods which can be used to draw while copying the teacher; and in Cycle 1, students are developing their skills of how to fold and paste a paper to create moving toys. In music, children and students sing songs with the support of their teacher. Children and students' independent creative skills are less well-developed in art and music, especially in KG and Cycle 1. In moral education, children and students develop a good knowledge of the importance of respect and tolerance of others who are different from them. They gain a good understanding of how hospitality differs from one culture to another. The different groups of students make similar rates of progress. 	

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	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Children's and students' engagement and participation in PE activities across the school. Children's and students' knowledge of respect, tolerance and hospitality in moral education across the school. 	<ul style="list-style-type: none"> Children's and students' creativity in art to support their innovation skills, especially in KG and in Cycle 1. Children's and students' skills in music in KG and Cycle 1.
Learning Skills	<ul style="list-style-type: none"> Students' learning skills are good overall across the school. Students are responsible and keen to learn. They listen attentively to their teachers and respond well to their instructions. For example, in Grade 6 mathematics, students readily ask for help when needed and learn to self-correct their work. Students collaborate well in pairs and small groups and can communicate their learning clearly. In KG, children confidently share their ideas, for example, about what they can see and smell. In Grade 7 English, students work cooperatively as a team; explore the benefits of proteins, minerals and vitamins on health; and communicate their findings to others. In Cycle 1, a minority of students find it difficult to express their views to each other and the whole class. Students make clear links between the real world and other subjects. For example, in Arabic, KG children use their mathematical skills to count the number of new words they have learnt during the lesson, using language such as 'more' or 'less'. In computer, design and technology, Grade 7 students design environmentally friendly homes to promote sustainability; and in Grade 11 English, students refer to economics of how to plan and to budget a building project in the UAE. Students are developing their problem-solving skills, for example, in tasks related to solving co-ordinates and linear equations. They have opportunities to think critically; and to innovate when offered open-ended questions. This is not yet consistent across the school. Students take part in enterprise activities, for instance, to manage projects such as raising funds for charities. They use learning technologies well to research, to find out things for themselves and to assess their own learning. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none">Students' enjoyment in learning and responsibility for their own learning in all cycles.Students' clear connections between subjects and how they relate to the real world in all cycles.	<ul style="list-style-type: none">Students' ability to express their views to each other and the whole class, especially in Cycle 1.Students' further development of their innovation, problem-solving and critical thinking skills in all cycles.
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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	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good

- Students' personal development is good overall. Across the school, students display positive attitudes to learning and respond well to their teachers' comments. They behave well in lessons and in all parts of the school, and at times, students' behaviour is very good in Cycle 3. Bullying is rare. Students feel safe and secure in school.
- Relationships between students and teachers are respectful. Students show empathy to their peers and offer a helping hand to them whenever needed. In KG, children make friends to play with, learn to share resources fairly and to take turns.
- Students develop a general understanding of safe and healthy lifestyles. They participate in PE lessons and sports, and lead on events such as Diabetes and Heart Days to raise awareness about such diseases. In KG, children enjoy the outdoor exercise and wash their hands before eating their snacks to reduce the spread of germs. A few students consume unhealthy food that they bring from home.
- Across the school, attendance at 95% is good. Students arrive at school on time and are punctual to assemblies and lessons. As a result, learning flows smoothly.



Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Children in KG have a good understanding and appreciation of how Islamic values influence life in UAE society and for students in the other 3 cycles these features are very good. In assemblies, students recite Surahs from the Holy Qur'an respectfully and read sayings from the Noble Hadeeth. They understand that calling for prayer 'Athan' is a reminder for Muslims to pray for Allah, and most students perform Wudhu (Ablution) in school and take part in daily lunch prayers. Students talk about how the availability of mosques in Sharjah remind Muslims to pay their duty to Allah (SWT). In KG, children know that the Holy Qur'an needs to be treated with respect and can talk about how Mecca is a holy place for Muslims to visit.Students show a very good knowledge and appreciation of the UAE culture and heritage. They sing the National Anthem and respect the UAE flag. Students appreciate the great efforts of the UAE Rulers to improve the quality of education, health and housing; and know about the Emirati culture such as use of Bakhoor and special events including Haq Al Laila. KG children can name the colours of the flag, talk about the Emirates that they have visited and know that H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) is the Founder of the UAE.Students demonstrate a good understanding, awareness and appreciation of their own culture and traditions. Cultural Days, history lessons and themes explored in assemblies help students to strengthen their knowledge about the cultural diversity around them and the wider world.				
Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none">Students participate willingly in school community activities such as being school councillors, class helpers and play duty monitors. They work in partnership with Red Crescent to raise funds to help families in need; and during the Holy Month of Ramadan, they distribute food to the labour community. Older students volunteer to organise assemblies and special events, including National Days. In KG, children keenly take part in introducing the daily assemblies.Students enjoy their work, initiate and manage projects to develop their enterprise skills. They learn about how to design business activities and seek advice to improve their work. For example, in Grade 12 English, students design a care centre and make plans to find the land to start their projects. Students participate in reading, poetry and drama activities to develop their creativity and imagination. Their innovation skills in lessons are less strong across the school.				

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- Students look after their school, keep it free of litter, and water plants they have grown themselves. They participate in recycling activities to save the environment and are aware of the issues related to the draught that is affecting many countries. In KG, children know they need to save water when washing their hands. Older students take part in sustainability projects such as in their contributions to COP 28.

Areas of Strength:

- Students' attitudes to learning, their behaviour and relationships with one another.
- Students' knowledge and understanding of the Islamic values and the UAE culture and heritage.

Areas for Improvement:

- Children's and students' knowledge about the importance of healthy eating and its impact on their health and wellbeing across the school.
- Students' innovation skills in lessons across all cycles.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good	Good	Good

- The quality of teaching for effective learning and assessment is good overall. Most teachers have good knowledge of their subjects and clear expectations of what students can learn and achieve. Teachers in KG understand how children learn through experiential play.
- Teachers plan detailed lessons with clear learning objectives and share them with students so that they know what is expected of them. They create a positive learning environment where students are keen to learn. Teachers use the available resources and pace lessons effectively to allow students enough time to accomplish their tasks.
- Teachers create a purposeful environment that encourages interaction and dialogue amongst students. In general, they use questions well to check students' understanding and to deal with misconceptions when they arise. In the most effective lessons Teachers plan appropriately challenging tasks that address the needs of different groups of students. As a result, students achieve the learning objectives, show good recall and make the progress of which they are capable. In the less effective lessons, teachers do not always plan and deliver lessons that fully match the needs and abilities of all students, particularly the higher attainers and those with G&T. and this impedes the progress they make
- Teachers provide some opportunities for students to work independently to improve their problems-solving skills. For example, in Grade 10 English, students think critically about ethical issues such as whether junk food should be taxed at a high rate. Critical thinking and innovation skills are generally less well-developed across the school.

Assessment	Good	Good	Good	Good
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- The school's internal assessment procedures are well established and appropriately linked to the curriculum standards. In KG, teachers observe children when they first join the school and receive information from parents about their children's strengths and any needs they might have to form a baseline assessment. The ongoing assessment and examinations across the school help teachers to identify what students know and need to learn next. Some of the school's assessment data is generous and does not help teachers to fully measure students' outcomes accurately. The school takes part in external assessments such as IBT,

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TIMSS and TALA to compare students' performance against national and international standards. Teachers use questions from IBT examination papers to help students improve their performance.

- The school leaders analyse the assessment data for individuals and groups and share it with middle leaders and teachers to set improvement goals and to modify the curriculum. In the most effective lessons, teachers use the assessment information well to plan and deliver lessons that cater for the needs and abilities of most groups of students. In the less effective lessons, such practice is less consistent.
- Teachers know students' strengths, what they need to improve, and set them targets for improvement. In lessons, teachers give students oral feedback and encourage them to improve their work. Self and peer assessment are improving steadily. Teachers mark students' written work and offer them praise. Marking of books does not always explain to students how they can further improve the quality of their work.

Areas of Strength:

- Teachers' interaction with students and the purposeful learning environment they provide across the school.
- Teachers' oral feedback to students in lessons in all cycles.

Areas for Improvement:

- Teachers' consistent use of accurate internal assessment information to inform their lesson planning to match the abilities and needs of students, particularly the higher attainers and those with G&T across all cycles.
- Teachers' further development of students' problem-solving, critical thinking and innovation skills; and their use of diagnostic feedback in students' written work across the school.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none">The quality of the curriculum design, implementation and adaptation is good overall across the school. The curriculum is reasonably broad and relevant and meets the MoE statutory requirements. In KG, the curriculum is age-appropriate and now provides a good range of learning experiences for children to develop their knowledge, understanding and skills in most subjects. The curriculum is planned and provides good continuity and progression in most subjects. Students are well prepared for the next stages of their education.The school provides older students with Advanced Stream, and there are firm plans to offer General Stream in the near future should more students request this pathway. Students study English, mathematics, sciences, health science and MoE subjects. Across the school, students learn moral education and have regular access to physical education and computing. The educational program offers carefully planned cross-curricular links enabling students to transfer their knowledge and skills from one subject to another and to the world around them. For example, in Grade 3 Islamic education, students explore the characteristics of a good Muslim and make links with the way they behave at home and in public areas; and in Grade 12 English, students design Apps to involve fathers in sports and recreational activities with their children.The school has conducted regular reviews of its curriculum. This has led to a positive impact on improving students' achievement in most subjects. Such modification is not yet effective in improving students' achievement in English especially in Cycle 1, and in art and music to support innovation in all subjects.				
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">The school has modified aspects of its curriculum, for example, to provide more opportunities for KG children to learn through play. Such modification is also notable in the teaching and learning of mathematics in all cycles. Adaptation is less consistent, particularly in English in Cycle 1 and to meet the needs and abilities of all students, particularly the high attaining and G&T students.				

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- The curriculum provides a good range of activities to enhance students' learning, including trips to places of interests; and clubs that provide reading in Arabic, recitation of the Holy Qur'an, drama, and sports competitions. The school also offers enterprise events such as raising funds to donate to Red Crescent to support families in need. Assemblies provide memorable experiences for students to lead on assemblies and to strengthen their leadership skills. Through drumming and drama, students learn to be creative. Innovation is not a strong feature in lessons across the school.
- The school has established meaningful links with the Emirati culture and UAE society. This helps students to strengthen their knowledge and understanding of the UAE culture, heritage and history. This is evident in the way KG children refer to the importance of respect for the elderly and talk about how the UAE supports families; and in Grade 4 science students make links with Masdar City to highlight the importance of sustainability.

Areas of Strength:

- The cross-curricular links and enrichment of the curriculum to meet students' aspirations across the school.
- The connections with the UAE culture and heritage that enhance students' learning in all cycles.

Areas for Improvement:

- The consistent review and adaption of the curriculum to meet the needs of all groups of students, particularly the higher attaining students and those with G&T.
- The planning and embedding of innovation across the school.



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

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

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

- The school has comprehensive safeguarding policies and procedures, including child protection, behaviour, and health and safety; and makes them available to staff, parents, and other stakeholders. Staff have attended relevant training in safeguarding and parents know about the safe use of internet and social media to protect their children. Students are aware of how bullying can have a negative impact on individuals and families and instances are rare Health and safety teams undertake regular checks on the premises and resources, including fire evacuation to keep students safe and secure. Supervision of students in the school and on the school's transport is effective.
- Buildings and premises are hygienic and well maintained. Records for welfare, health and safety, accidents and incidents are well documented, including subsequent actions; and medical files and medicines are stored securely in locked cabinets. There are ramps, a lift and suitable toilet facilities for students and others with mobility issues. Outdoor areas are sheltered and drinking water is made available to students. A few of the classrooms are slightly small for the number of students using them.
- The school actively promotes a safe and healthy lifestyle. Students are able to engage in physical activities such as in sport competitions and extra-curricular activities. In KG, children are agile on the climbing frames and enjoy physical movements. Through health events, students learn about the importance of regular exercise and healthy eating. A few students consume unhealthy snacks that they bring from home, and the procedure for monitoring their weight is not sufficiently robust.

Care and support	Good	Good	Good	Good
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- Relationships between staff and students are cordial and positive. Teachers share the school's code of conduct and behaviour rules with students and their parents so that they



know what is expected. Teachers deal with any misbehaviour in a calm and professional manner.

- Procedures to promote attendance and punctuality are effective; and the school counsellor and attendance officer encourage parents to bring their children to school on time. The school has sustained a good rate of attendance and improved students' punctuality over time.
- The school's special educational need coordinator (SENCO) has implemented systems to identify students with SEN, refer students for external assessments and devise their individual educational plans (IEP) in partnerships with teachers and parents. Students with SEN receive well-targeted intervention in small groups by allocated classroom assistants. Their support in lessons relies on the expertise of individual teachers to set appropriate tasks for them.
- Systems to identify G&T students are now in place. Students have access to extra-curricular activities such as in reading in Arabic, recitation of the Holy Qur'an, sports, and arts to meet their interests. The challenge provided in lessons is less consistent and means they do not always make the progress of which they are capable.
- The school staff provide good personal and academic guidance to students; and this is evident in the way teachers deliver lessons that support students' emotional health and wellbeing. Across the school, transition arrangements are well established, helping students to get to know their new teachers before the beginning of the academic year. The school provides effective academic support for older students, including choices of universities and career pathways to help prepare them for their future education.

Areas of Strength:

- The attention that the school gives to students' welfare, health and safety across the school.
- The positive relationships between staff and students and the systems for managing behaviour across the school.

Areas for Improvement:

- Students' understanding about how healthy eating can contribute to their good health and wellbeing and the monitoring of their weight.
- The consistent level of support for students with SEN and the challenge for G&T students in lessons to achieve their potential in all cycles.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- Leadership and management are good overall. The principal and his leadership team have reviewed the school's vision and strategic direction, and shared them with the school's community, aiming at improving students' academic performance and their personal development and wellbeing. The school is committed to inclusion and is delivering the UAE National and Emirate priorities. Most leaders demonstrate good knowledge of the curriculum and best practices in teaching, learning and assessment. A few of the middle leaders have not yet fully developed their roles, and a minority of teachers do not use the assessment information effectively to plan for students' next steps. The school provides a positive ethos where staff and students work in mutual respect. Relationships across the school community are professional, and morale is very positive.
- The school leaders have addressed barriers to learning, for example, in the way they have introduced phonics in English for KG and provided more practical tasks for students to improve their mathematical and scientific skills, especially in Cycle 2 where students' attainment and progress are now consistently good. School leaders demonstrate strong capacity to improve. There has been improvement in all aspects of the school's work from acceptable to good in most subjects and all standards overall since the previous review. Statutory and regulatory requirements are fully met.

Self-evaluation and improvement planning

Good

- The school's self-evaluation (SEF) includes the viewpoints of teachers, parents, students and other stakeholders. This helps the school to highlight its strengths, and to identify key priorities for improvement. Staff contribute to the SEF, which is a 'live' document, and it is assessed regularly by the school's leadership. Some assessments are generous overall. The school improvement plan contains actions, success criteria and a system for monitoring and evaluation. The plans are comprehensive and driven by the heads of school. The senior leaders observe teachers and offer them constructive feedback to help improve students' achievement. The school has shown positive improvements in its work over time.



Partnerships with parents and the community	Good
<ul style="list-style-type: none">The school involves parents well in supporting their children's education. The parents' association members engage parents in a range of events to support the work of the school such as organising special events such as Eid and National Days, and to discuss their priorities and views that may influence decisions. This has led to more opportunities for reading in Arabic, competitions in school and beyond. Communication channels are well embedded. Parents have termly meetings with teachers to discuss their children's reports, including academic outcomes, strengths and next steps for improvement. Parents speak favourably of the valuable support their children receive across the school, and how teachers care for their children and involve them in reviewing their children's IEPs.The school has formed close links with schools following the MoE curriculum to share best practice, and works in partnerships with agencies, for instance, to support the school with health and safety and career advice. Students take part in external competitions, including reading, writing of stories, and sports; and older students are now members of the Model of United Nations (MUN) to share their views about cultural and social issues. Leaders are developing their partnerships with international institutions to enhance their English curriculum and leadership skills.	
Governance	Good
<ul style="list-style-type: none">The governing board includes the owner and representations from teachers, parents, students and other stakeholders. The governing body benefits from the expertise of the board, such as in health and safety matters, building maintenance, accountancy and education. Governors act on parents' suggestions and work closely with the principal and other senior leaders to respond to parents' comments. They have ensured that the school has a lift and there are suitable toilets for students and adults with mobility difficulties. The education committee undertakes learning walks in school and holds discussions with teachers and students. Governors do not check students' assessment data with enough rigour to find out how the different groups of students are performing. They ensure that the school meets its statutory and regulatory requirements.	
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none">All aspects of the day-to-day management of the school and its processes and routines are well-organised. Senior leaders and teachers ensure that students are punctual and ready to learn; and assemblies provide a good note for the start of the school day. Staff are suitably	



qualified and attend regular training. Training does not fully match the needs of a few of the middle leaders and teachers in school. The school premises and facilities are suitable and ensure that teachers generally use them effectively to support students' learning, although a few classes are tight on space for the numbers using them. There are not enough practical resources to facilitate teaching and learning, especially in KG and Cycle 1.

Areas of Strength:

- The leaders' clear vision and the professional relationships across the school.
- The strong partnerships with parents, governance and the day-to-day management of the school.

Areas for Improvement:

- The specific training for teachers and middle leaders, their monitoring systems and the reliability of internal assessment data.
- The review of class sizes and extra provision of resources to support teaching and learning, particularly in KG and Cycle 1.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The staffing provision for teaching Arabic across the school is 14 teachers with a teacher to student ratio of 1:83.
- There are approximately 3,300 books for Arabic readers in the library, which include fiction and non-fiction books.
- Children from KG to students in Grade 4, have access to an online reading programme and students from Grades 5 to 12 use the Alef and Abjadiat platforms to read when required. Older students use computers for research, and to read independently and for pleasure. In Cycles 1 and 2, students attend the library for at least one lesson per week with their teachers. In KG, teachers of Arabic involve children in reading and comprehension activities. Students can borrow books to take home, and teachers encourage parents to read with their children.
- The daily assemblies provide a range of opportunities for students to read stories and poems they have created themselves, and to improve their fluency. The Arabic department organise regular special reading events, including competitions such as a 'reading challenge' in school and beyond. Students speak highly of their contributions to reading initiatives in the Emirates, and in their involvement in writing articles to be published, for example, in the Majid magazine.

The school's use of external benchmarking data

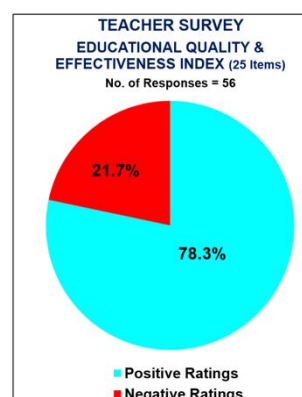
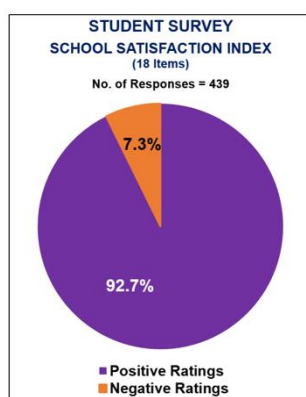
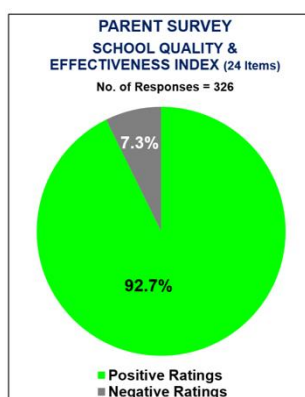
- The school takes part in external assessment to meet SPEA requirements and the UAE National Agenda.
- The school ensured that all students in Grades 3, 5, 7 and 9 participated in IBT examinations in 2023. Results show that attainment is below the national expectations in English, mathematics and science in Grades 3 and 5, and it is line in Grades 7 and 9. The school takes part in TIMSS examinations, and their results in mathematics and science indicate that attainment is above the national average in Grades 4, and it is in line in Grade 8. Students from Years 4 to 10 participate in TALA assessment, although the school has not yet received the results.
- The school has delivered training for teachers of mathematics and science so that they can further improve their teaching practice. Teachers use questions from previous assessment papers such as IBT and TIMSS to help students develop their understanding of the terms used in assessment and to be familiar with the examination expectations.
- Teachers share the external benchmarking assessment results with parents and offer them guidance and support on how they can support their children's learning beyond the school. Students know their targets and how they can improve their work.



Provision for KG

- KG provision consists of 2 KG1 and 4 KG2 classrooms. Each classroom has a full-time assistant. The teacher to child ratio is 1:22. The school has recruited a member of staff to support teachers on planning and to liaise with parents when required.
- KG classrooms are refurbished, and furniture is appropriate for the children's ages and stages of development. There are reading corners, construction kits and malleable resources. There are not enough practical resources to enable children to explore.
- The outdoor area is large and benefits from a sheltered area. Children have regular access to a range of play equipment, including climbing frames and swings. Children also use another sheltered space where they can experience child-initiated activities.
- Induction processes are well established. The school invites parents and their children to visit the setting before the beginning of the academic year so that they are familiar with the school's expectations. Parents receive information about the school's policies and routines. Transition arrangements from KG2 into Grade 1 ensure a smooth transition. Children visit their new classrooms and meet their teachers before starting school.

VIEWS OF STAKEHOLDERS





STRATEGIC RECOMENDATIONS & NEXT STEPS

- Improve further students' achievement across the school in all subjects and cycles by:
 - providing more practical tasks in Arabic for students to develop their analytical reading and writing skills; and in English, to improve their speaking, reading, and to write for different purposes using correct grammar and new vocabulary.
 - assisting students in Islamic education to understand the meaning of Surahs and the Noble Hadeeth; and in social studies to improve their mapping skills and to explain the chronological history of UAE's rulers.
 - offering more learning experiences for students in mathematics to strengthen their reasoning and higher order thinking skills so that they can tackle more challenging tasks; in science, to give more chances for children and students to develop appropriate investigative skills and for older students to design their own experiments, investigate, conclude and report independently; and in art and music to practise their creative skills.
 - giving the chance for students to develop their learning skills, including communication, collaboration and innovation.
- Improve the impact of teaching, assessment and the curriculum on students' achievement by:
 - ensuring that teachers check the reliability of the assessment data they gather on students and deliver lessons that meet the needs and abilities of the different groups of students, particularly the high attaining and G&T students.
 - ensuring that teachers share the best practice that exists in school and to encourage innovation, critical thinking and problem-solving skills in all lessons.
 - ensuring that teachers adapt the curriculum to address the different abilities and needs of all students.
 - ensuring that teachers mark students' written work and offer students clear and constructive suggestions on how to improve the quality of their work.
- Improve the impact of leadership and management on students' outcomes by:
 - providing specific training for teachers to cater for their personal needs so that they can improve their knowledge and skills in the subjects they teach.
 - offering extra support, training and mentoring for middle leaders so that they strengthen their leaderships skills and know how to hold teachers more accountable for students' performance.
 - ensuring that governors triangulate the assessment data against students' work to ensure that all students make the best progress of which they are capable, and to review class sizes and provide more practical resources to support teaching and learning, particularly in KG and Cycle 1.



In addition to considering the full content of this report and identifying actions required to bring about improvement, the school should build the strategic recommendations into its improvement planning process.

In consultation with the assigned School Improvement Advisor, the school should send its revised improvement plan, including specific actions, timescales, and success measures, to SPEA within two months of the publication of this report. Four months later, the school should submit a detailed report on progress to SPEA.

SPEA's next school review will validate the progress report and include a review of further progress made by the school in implementing the recommendations from this SPR report.

If you have a concern or wish to comment on any aspect of this report, please contact SPEA on quality.assurance@spea.shj.ae within three weeks of receiving this report.