



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

The Hope English Private School

9 -12 February 2026

Overall Effectiveness

Acceptable



إتقان ITQAN



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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

Where applicable, the SPR also gathered information about the provision for Arabic language, the school's use of international benchmarking data, and the provision for 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	439
	School location	Al Azra, Sharjah
	Establishment date	August 2023
	Language of instruction	English
	School curriculum	UK (National Curriculum for England NCFE)
	Accreditation body	N/A
	Examination Board	Cambridge
	External assessments International and Curriculum Benchmark Assessments	GL Progress Tests, CAT4, TALA, IBT, NGRT
	Fee range	AED 13,850 – AED 21,575
Staff 	Principal	Gary Williams
	Chair of Board of Governors	Sandra Blaskovic
	Total number of teachers	44
	Total number of teaching assistants	8
	Turnover rate	12.5%
Students 	Teacher: student ratio	1:12
	Total number of students	545
	Total number of students per cycle/phase	Foundation Stage (FS): 119 Primary: 408 Secondary: 18 High: N/A
	Pre-KG/FS1: number and gender	Boys: 8 Girls: 1
	Foundation Stage (FS2): number and gender	Boys: 59 Girls: 60
	Primary: number and gender	Boys: 193 Girls: 215
	Secondary: number and gender	Boys: 7 Girls: 11
	High: number and gender	Boys: N/A Girls: N/A
	Total number of Emirati students	6
	Pre-KG/FS1: Emirati number and gender	Boys: 0 Girls: 0
	KG/FS2: Emirati number and gender	Boys: 2 Girls: 0
	Primary: Emirati number and gender	Boys: 1 Girls: 3
	Secondary: Emirati number and gender	Boys: 0 Girls: 0
	High: Emirati number and gender	Boys: N/A Girls: N/A
	Nationality groups	1. Pakistani 2. Indian
	Total number of students with special educational needs (SEN)	15



PROGRESS JOURNEY

Previous Review:	Current Review:
N/A	ACCEPTABLE



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 144 lesson observations, 57 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The Hope English School opened in August 2023 under the North Point Education (NPE) group. As a new and rapidly expanding school, it has grown quickly to more than 540 students. Last academic year, changes in fee structures led to significant staff and student turnover. This academic year marks a period of stabilisation, with a new senior leadership team and several new middle leaders. This is the school's first review. The school's overall effectiveness is acceptable, reflecting a school in the early stages of development with emerging strengths and clear priorities for improvement. Students' achievement is acceptable overall. Most students attain in line with curriculum expectations and make acceptable progress. In mathematics in the Secondary Phase, students' make good progress. Students' skills in reasoning, extended writing, enquiry and application are not yet consistently well developed. Students' personal and social development is acceptable. They behave well, show respect for adults and peers, and contribute to a positive school climate. Their understanding of healthy living and UAE culture is developing, while independence, critical thinking, and innovation skills require further strengthening. Teaching and assessment are acceptable. Teachers build positive relationships and manage classrooms effectively, but expectations are not consistently high enough, and assessment is not yet used effectively to personalise learning or challenge different groups. The curriculum is acceptable. It meets statutory requirements and provides appropriate breadth. Adaptation for students with differing needs, along with those who have recently joined the school, is developing but not yet consistent. Protection, care, and health and safety are good overall. Safeguarding arrangements are robust, and students feel safe and well cared for. Support for students of determination and those with additional needs is acceptable. Systems for identification are in place, but targeted interventions are still developing. Higher attainers, including the gifted and talented (G&T), are not sufficiently challenged in lessons, but adequate extracurricular activities are available to enrich and extend their learning. Leadership and management are acceptable. The principal provides clear vision and direction, and parents feel well-informed and supportive of the new leadership. Governance is a strength, offering strong oversight and accountability. Middle leadership capacity is still developing, and self-evaluation and improvement planning require greater rigour to drive consistent improvement. Leaders are demonstrating secure capacity for further improvement.



KEY AREAS OF STRENGTH:

- Students' positive attitude to learning, and respectful relationships with peers and teachers.
- The safe and secure environment conducive to learning.
- The expertise and oversight provided by governors, the support of parents and the quality of information provided to them.
- The principal and senior leaders' vision, passion, and commitment and the impact of their improvement planning.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement and learning skills in all subjects and phases.
- Teaching quality, raising teachers' expectations of what students can do, with more consistently effective lesson planning.
- The school's identification and provision for different groups, especially the G&T, and those with additional learning needs, including students of determination and new joiners.
- The capacity of middle leaders to lead teaching and learning effectively and consistently in their departments.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.					
Indicators:		FS	Primary	Secondary	High
Islamic Education	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
Arabic (as an First Language)	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
Arabic (as a Second Language)	Attainment	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Social Studies	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
English	Attainment	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Good	N/A
Science	Attainment	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Learning Skills		Acceptable	Acceptable	Acceptable	N/A



Islamic Education	- Students' achievement in Islamic Education is acceptable overall. The school's internal data indicates that students make acceptable progress across Primary and Secondary Phases. This matches what is seen in lessons and students' work, where most students make progress which is in line with curriculum expectations. - The school's internal data shows that attainment is acceptable in both the Primary and Secondary Phases. This matches what is seen in lessons and students' work, which shows that most students attain levels which are in line with curriculum standards. There are no external assessments for Islamic Education. - Most students in the Primary Phase demonstrate an adequate understanding of core Islamic values and concepts, identifying daily actions and habits, such as bedtime etiquettes, that reflect their understanding of Islamic principles. They recite verses using limited Tajweed rules and explain, in their own words, lessons and values learned from Seerah and the Noble Hadeeth to support their understanding of elements of belief in Islam. In the Secondary Phase, students name and briefly describe minor and major signs of Judgment Day, with a few demonstrating a stronger understanding and linking these signs to previous Islamic teachings. Across all phases, students' accuracy in reading the Holy Qur'an verses, consistent application of Tajweed rules, and deeper understanding of core Islamic principles are less secure. - Most groups of students make progress that is in line with expectations, but some higher-attaining students are not sufficiently challenged.	
	Areas of Strength	Areas for Improvement
	- Students appropriately apply Islamic teachings in their daily routines, including their understanding of worship practices. - Students recite and memorize age-appropriate verses from the Holy Qur'an.	- Students' consistent application of Tajweed rules when reciting verses from the Holy Qur'an. - Students' deeper understanding of core Islamic principles and consistency in linking learning to Seerah and the Noble Hadeeth.



Arabic Language	- Students' achievement in Arabic as a first language (AFL) and Arabic as a second language (ASL) is acceptable overall. The school's internal data show that students make acceptable progress in AFL in Primary and Secondary Phases; this matches what was seen in lessons and students' work. Internal data for ASL shows that students make acceptable progress in Primary Phase and good progress in the Secondary Phase. This does not align with what is seen in lessons and students' work, where most students in ASL make progress in line with curriculum expectations in Primary and Secondary Phases. - The school's internal data shows that attainment is acceptable in AFL and weak in ASL in the Primary and Secondary Phases. This does not match that seen in lessons and students' work, where most students reach levels of attainment that are in line with curriculum standards across all phases. External TALA data show that attainment in AFL is acceptable in the Primary Phase. - Most students in AFL and ASL across all phases demonstrate acceptable listening, speaking, reading, and writing skills. In Primary Phase in AFL, students analyse informative texts and identify key ideas. They read short texts aloud accurately, fluently, and with expression. However, their deeper understanding of grammar rules and their application in speaking and writing remain underdeveloped. In Secondary Phase in AFL, students speak fluently and confidently using standard Arabic and appropriate language structures, although their extended writing skills are still developing. In ASL in FS, children recognise the shapes and sound of Arabic alphabet, but the struggle to write simple words correctly. In Primary Phase, most students distinguish shapes and sounds of the Arabic alphabet, read simple words aloud accurately, and match them to pictures. Across ASL in the Primary and Secondary Phases, students infer the meanings of new vocabulary from context and use it in meaningful sentences. However, their ability to read texts aloud correctly and fluently remains less secure. - Most groups of students make expected progress. However, high-attaining students are insufficiently challenged, and students with additional learning needs, do not always receive appropriate support.	
	Areas of Strength	Areas for Improvement
	- Students' reading of short texts aloud accurately, fluently, and with expression in the AFL Primary Phase. - Students' speaking fluency and confidence using standard Arabic and appropriate language structures in the AFL Secondary Phase.	- Students' deeper understanding and application of grammar rules in speaking and writing in the AFL Primary Phase. - Students' extended independent writing skills in the AFL Secondary Phase. - Students' accuracy, fluency, and expression when reading texts aloud across all phases in ASL.



Social Studies	- Students' achievement in social studies is acceptable overall. The school's internal data indicates that students make acceptable progress across Primary and Secondary Phases. This matches what is seen in lessons and students' work, where most students make progress which is in line with curriculum expectations. - The school's internal data shows that attainment is acceptable in both the Primary and Secondary Phases. This aligns with that seen in lessons and students' work, which shows that most students attain levels which are in line with curriculum standards. There are no external assessments for social studies. - Most students demonstrate acceptable knowledge of social studies skills. Most Primary Phase students demonstrate adequate understanding of key geographical concepts, particularly the UAE's water features. They identify and describe these features using a simple compass and recognise their locations, although only a few can identify their exact positions on a map, or explain how they contribute to UAE's tourism and trade. Students make simple cultural comparisons and describe the roles and achievements of the UAE's rulers with age-appropriate accuracy. In the Secondary Phase, students adequately describe the upbringing of H.H. Sheikh Zayed bin Sultan Al Nahyan (may his soul rest in peace), his education, hobbies, and how his early life shaped his leadership and the UAE's development. Students show an adequate understanding of the challenges faced by early settlers, including issues of safety and access to food and water. Higher-attaining students demonstrate emerging analytical skills, interpreting images to learn about traditional building materials and tools used in the past. - Most groups of students make progress that is in line with expectations, but higher-attaining students are not always sufficiently challenged in their learning.	
	Areas of Strength	Areas for Improvement
	- Students' ability to describe UAE's natural features using basic geographical tools. - Students' understanding of the roles and achievements of the UAE's rulers	- Students' ability to explain how geographical features influence the UAE's economic development across key sectors. - Students' consistent interpretation of visual sources, including maps and infographics.



English	- Students' achievement in English is acceptable overall. The school's internal data shows that students make good progress in FS and Secondary Phase, but acceptable progress in the Primary Phase. This does not align with that seen in lessons and in students' work, where most students are making progress in line with curriculum expectations in all three phases. - The school's internal data shows that attainment is acceptable in all three phases. This aligns with the attainment seen in lessons and in students' work, where most students attain in line with curriculum standards in each phase. External GL PT-E attainment data show that attainment is weak in the Primary Phase. There are no GL PT-E results in the Secondary Phase. There are no external data for FS. - Most students demonstrate acceptable language skills, but their listening and speaking are stronger than their reading and writing. FS children have secure phonics knowledge, recognise alphabet sounds, and form letters accurately. They can write simple words and short sentences, showing emerging confidence in early reading. In the lower Primary Phase, students build vocabulary and use basic grammatical features in their writing, but their ability to read with meaning is less developed. In the upper Primary Phase, students skim and scan texts and use technology to produce simple reports. In the Secondary Phase, students communicate with growing fluency and confidence, apply collaborative strategies to edit and refine their writing, and read a wider variety of texts. In both the Primary and Secondary Phases, students' narrow range of vocabulary limits higher-order reading comprehension and restricts their extended writing. - Most groups of students make expected progress overall. Higher-attaining students, including G&T students, and those with additional learning needs, do not always make sufficient progress.	
	Areas of Strength	Areas for Improvement
	- Children's secure use of phonics and early letter-formation skills in FS. - Students' growing fluency and confidence in speaking, particularly in the Secondary Phase.	- Students' breadth of vocabulary in FS, Primary, and Secondary Phases. - Students' comprehension skills, ability to read with meaning, and extended, independent writing in the Primary and Secondary Phases.



Mathematics	- Students' achievement in mathematics is acceptable overall. The school's internal data shows that students make good progress in the Secondary and FS but acceptable progress in the Primary Phase. This aligns with progress seen in lessons and in students' work where most students make expected progress in FS and Primary and a majority of students make above expected progress in Secondary. - The school's internal data shows that attainment is acceptable in FS, Primary and Secondary Phases. This matches with that seen in lessons and students' work where most students reach levels of attainment in line with curriculum standards. The school's external GL PT-M data indicates that attainment is weak in Primary. There are no external assessments for FS or external data for Secondary Phase. - Most students demonstrate acceptable levels of mathematical thinking, reasoning, and problem-solving skills. In FS, children demonstrate developing fluency in using number skills and the ability to recognise numbers and values up to 15. However, they are less secure in number bonds up to 10. Primary Phase students can carry out mathematical operations confidently, differentiating between the perimeter and area of 2D shapes. Most perform calculations accurately, although a minority make too many computational errors. Students in the early years of Primary do not always use manipulatives to secure their understanding of number. They are less confident in their use of the appropriate mathematical units or terminology. In the Secondary Phase, students manipulate data effectively, presenting their analysis as bar and pie charts. Their ability to use relevant information for more complex word problems is less well-developed. In all phases, students' ability to find answers mentally is growing but is still developing in the Primary Phase. - Overall, most groups of students make expected progress, except for new joiners. High-attaining students are not sufficiently challenged.	
	Areas of Strength	Areas for Improvement
	- Primary Phase students' understanding of the perimeter and area of 2D shapes. - Secondary Phase students' data handling skills.	- Students' use of mathematical units and terminology and extracting information from word problems. - Students' mental mathematics skills.



Science	- Students' achievement in science is acceptable overall, and in all phases. The school's internal data shows that students make acceptable progress in the Primary Phase, but good progress in the FS and Secondary Phase. This does not align with the progress seen in lessons and in students' work, where most students are making progress in line with curriculum expectations in all three phases. - The school's internal data shows that attainment is acceptable in all phases. This aligns with the attainment seen in lessons and in students' work, which shows most students attain in line with curriculum standards in all three phases. External GL PT-S attainment data shows that attainment is weak in the Primary Phase. There are no GL PT-S results in the Secondary Phase, and there are no external assessments for FS. - Most students in FS, Primary and Secondary Phases demonstrate acceptable levels of scientific knowledge and investigative skills. They follow instructions to conduct simple experiments. In FS, children plant seeds and use a daily diary to record observations of germination in sun and shade. In the Primary Phase, students classify, and they develop a basic theoretical understanding of materials, food webs, and electrical conductors. However, their application of enquiry skills to pose questions, make predictions, and draw conclusions based on patterns is less well-developed. In the Secondary Phase, students use simulations to investigate electrical current in series and parallel circuits, but their ability to design investigations based on their own ideas is still developing. Across FS, Primary and Secondary Phases, students handle equipment safely and record experimental results using tables and labelled diagrams. Students' scientific thinking is developing, although a few do not always know the appropriate scientific terminology to use when explaining their learning in the Primary Phase. In the Secondary Phase, this limits students' ability to write age-appropriate scientific reports of practical investigations. - Most groups of students make expected rates of progress overall. High-attaining students and those new to the school for whom English is an additional language, especially boys, do not always make sufficient progress.	
	Areas of Strength	Areas for Improvement
	- Children's observation and sorting skills in FS. - Students' theoretical knowledge of science concepts and their ability to conduct experiments safely and record results in the Primary and Secondary phases.	- Students' use of scientific terminology to make predictions and draw conclusions in FS and Primary Phase and writing of age-appropriate scientific reports in the Secondary Phase. - Students' enquiry skills and ability to design age-appropriate investigations based on their own ideas.



Other subjects	- Students' achievement in other subjects is acceptable overall. The school's internal data shows that progress is acceptable in the Primary and Secondary Phases. Progress in Physical Education (PE) is weak in FS. In lessons and their work, most students make progress in line with curriculum expectations in other subjects overall, although a majority of students make above expected progress in Urdu in Primary Phase and music in Secondary Phase. - Internal data shows attainment in other subjects is acceptable overall. This reflects what is seen in lessons and in students' work, where most students are in line with curriculum standards in each phase. There are no external assessments for other subjects. - Most students demonstrate acceptable knowledge, understanding, and skills overall. In FS, other subjects are integrated into thematic learning. Children sing rhymes tunefully and illustrate their work, but their coordination, agility, and ball skills are underdeveloped. In the Primary Phase, students study a broad range of subjects. In art, they work with different media to create simple 3D structures, progressing in Secondary to more sophisticated abstract paintings influenced by artists such as Wassily Kandinsky. In ICT, students manipulate data using bar graphs and spreadsheets, but they make limited links to mathematics, science, or real-life contexts. In Urdu, students' conversational skills develop well, with wide vocabulary and grammatical accuracy, whereas in French students are hesitant to engage in extended target-language conversation. In the Secondary Phase, students access a range of stringed and percussion instruments in music lessons, making music a strength. In PE, students understand the importance of physical activity and perform a range of exercises. However, progression in sporting skills, such as ball control, swimming, and racket sports, is not systematic across the school. - Overall, most groups of students make expected progress, although high-attainers, including the G&T students, are not consistently challenged, particularly in French and PE.	
	Areas of Strengths	Areas for Improvement
	- Primary Phase students' use of a wide range of vocabulary and accurate grammatical structures in Urdu. - Secondary Phase students' confident use of a variety of musical instruments.	- Students' PE skills across a range of sports and activities, including ball control, swimming, and racket sports. - Students' confidence and fluency in speaking French in the Primary Phase.



Learning Skills	• Across FS, Primary and Secondary Phases, students' learning skills are acceptable. They enjoy learning and show positive attitudes, particularly in subjects where lessons are more practical or discussion based. In science, for example, students respond well to feedback and are beginning to take greater responsibility for improving their work. However, this is not consistent across subjects, and many students still rely heavily on teacher's direction. • Students interact respectfully with their peers and teachers. They cooperate in pairs and small groups to complete a task, supporting new classmates well. They can work independently for short periods with limited supervision. However, collaboration that leads to innovation, creative outcomes, or extended problem-solving is rarely seen in lessons. Students seldom present their work to the class, and communication skills, especially in English, limit their confidence in sharing ideas more widely. • Students' ability to apply their learning to real-life contexts is inconsistent. Application is stronger in Arabic, where curriculum links to daily life are embedded. In Islamic Education, social studies, English, and science, connections to the real world are less secure and often superficial. In science, students make links between learning in art, mathematics, and English to record experimental results, but their ability to transfer learning across subjects is still developing. • Students use technology appropriately to support learning, including for reading, simulated experiments, and directed research tasks. Charity fund-raising events that showcase students' emerging enterprise skills take place outside lessons, and project work during special weeks shows some imagination. However, students' higher-order thinking, independent research, and creative problem-solving are only occasionally seen in daily classroom practice.	
	Areas of Strengths	Areas for Improvement
	• Students' enjoyment of learning and positive interaction with peers and teachers. • Students' foundational digital literacy skills as they use technology appropriately to support their learning.	• Students' responsibility for their own learning, linking learning, and presentation skills. • Students' higher-order thinking, independent research, and creative problem-solving skills.



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

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

Indicators:	FS	Primary	Secondary	High
Personal development	Good	Good	Good	N/A
- Students show positive attitudes to learning and are generally self-reliant. They respond to feedback and improve their work when guided, although this is not yet consistent across all subjects. Students collaborate well, demonstrate purposeful learning behaviour, and high attainers engage positively with challenge when it is provided. - Students behave responsibly and courteously. They show respect during assemblies and the national anthem, and movement around the school is orderly. A few boys in occasional classes show disengagement and low-level disruption, which affects their participation and focus during lessons. Relationships across the school are warm and respectful. Students interact positively with peers from different backgrounds, helping those new to the school. They get on well with teachers, and incidents of bullying between students are rare. - Students understand personal safety and healthy lifestyles. They participate in well-being activities such as football, Zumba, and hygiene sessions. Many bring healthy lunches, but a few make unhealthy food choices outside of school, so obesity rates are high. - Students express interest in having a wider range of sports and clubs. Attendance is good at 95%, and most students arrive punctually.				
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	N/A
- Students have an adequate understanding of Islamic values and how these influence life in the UAE. They contribute to maintaining a clean and welcoming school environment and participate in Islamic and national events such as Eid Al-Fitr and Eid Al-Adha. Their involvement in charitable initiatives, including Red Crescent support and visits to elderly homes, reflects a developing sense of social responsibility, although student-led initiatives are not yet a strong feature. - The school environment reinforces Islamic values through the Holy Qur'an recitation activities and morning assembly practices. Students show respect for UAE culture and heritage, engaging meaningfully in national celebrations such as Union Day, Martyrs' Day, and National Day. Displays across corridors showcase students' artwork and models of key UAE landmarks. - Students demonstrate pride in their own cultures, but their ability to compare their culture with others is not as strong. While students salute the UAE flag respectfully and participate in				



cultural events, their deeper understanding of global cultures and similarities with peers' backgrounds requires further development.				
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	N/A
- Students are responsible and contribute positively to the school community. In the Primary Phase, they help peers, follow routines, and maintain tidy classrooms. The student council supports assemblies, school-wide cleanliness, and school events. Volunteering, such as preparing Ramadan Iftar boxes with Al Ihsan Charity, is beneficial but irregular, and opportunities for student-led initiatives are limited. - Students enjoy engaging in creative and purposeful activities. FS children participate enthusiastically in role play and construction tasks, while older students enjoy innovative and project-based learning. A few students show initiative, but many still rely on adults for direction. While leadership skills are a strength, students' risk-taking and innovation skills are inconsistent across phases. - Students demonstrate environmental awareness by maintaining clean learning spaces and contributing to sustainability activities. They participate in initiatives such as the 'Cleaning the Desert' campaign and care for the school's organic garden. However, only a few students engage meaningfully in environmental and community projects outside of school as opportunities are limited.				
Areas of Strength:				
- Students' attitude to learning and respectful behaviour. - Students' developing leadership skills, such as taking on key school roles.				
Areas for Improvement:				
- Students' innovation skills and their initiation of events and projects. - Students' knowledge of other world cultures, and ability to make comparisons between their own and others' cultures. - Students' opportunities for environmental and community projects outside of school.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	FS	Primary	Secondary	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	N/A
- The quality of teaching for effective learning and assessment is acceptable overall. Most teachers demonstrate secure subject knowledge and a clear understanding of how students learn. Planning has improved this academic year and is generally comprehensive, outlining lesson structure and delivery. However, implementation remains inconsistent, and lessons sometimes lack sufficient time for effective recap. Recent efforts to enhance the learning environment, such as displays celebrating achievements, support student engagement. - Teachers' interactions with students typically promote engagement, though the deployment of additional adults in lessons is not always effective. In FS and Primary, students' language development in science and mathematics is not regularly reinforced through extended discussion. Personalised questioning is emerging in Primary and Secondary phases to spark curiosity and deepen thinking, but this approach is not yet consistent. Overall, questioning tends to be limited, offering low levels of challenge and few opportunities for extended dialogue or the development of critical thinking skills. - Teachers' planning generally indicates how learning activities are adapted to meet the needs of different groups, but the impact of these strategies varies. Higher-attaining students are not sufficiently challenged in lessons, and differentiation is inconsistent, especially for students who speak English as an additional language (EAL). - Teachers sometimes develop students' critical thinking, problem-solving, innovation, and independent learning skills, but this is not consistent across the school. Technology is used in many lessons, but its potential to support research and deeper thinking is underdeveloped.				
Assessment	Acceptable	Acceptable	Acceptable	N/A
- Internal assessment systems are coherent and aligned with curriculum standards. The school uses a variety of diagnostic, formative, and summative assessments to monitor learning. Effective tracking programmes have recently been developed to monitor student progress and are being implemented across the school. Internal assessments have been refined to reflect external assessments. - The school benchmarks student outcomes against external, national, and international standards through assessments such as GL Progress Tests and TALA. The has not yet entered students for PIRLS, TIMSS, or PISA, but is actively preparing for these assessments.				



- Assessment information is not yet used consistently to influence classroom practice, address learning gaps, or provide sufficient challenge for higher-attaining students. Most teachers monitor students' work and leave comments to promote improvement, though these are sometimes not clearly written. Peer and self-assessment are evident in some classes but remain at an early stage of development.

Areas of Strength:

- Teachers' subject knowledge and their interactions with students.
- The recently implemented system to analyse assessment data and track student progress.

Areas for Improvement:

- Consistent implementation of revised lesson planning, including ensuring sufficient time for effective recap
- Teachers' use of questioning, open discussion and reflection strategies to promote critical thinking and problem solving.
- Effective use of assessment data to plan more personalised learning.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	FS	Primary	Secondary	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	N/A
- Curriculum design and implementation is acceptable overall. It is broad, fulfils statutory requirements, and is aligned to the National Curriculum for England (NCfE) and integrates the MoE Curriculum. Planning ensures continuity and progression for most groups, but those students new to the school, and many EAL students, are not always well-prepared for the next stage. Transitions between phases have improved, with better data handover and class visits, and arrangements for those transferring at the end of Year 7. - The curriculum includes French, Urdu, music, art, and IT. Extra-curricular activities offer a growing range of sports and competitions to develop students' talents and interests, such as art and craft, cooking without fire, recitation of the Holy Qur'an, and theatre. Cross-curricular links and real-world applications are planned, but implementation is often superficial. The weekly 'topic' class helps students transfer learning across subjects. - The school undertakes regular termly reviews using increasingly comprehensive data to update curriculum content and identify gaps. Progress tracking systems are recent and will strengthen the review process.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	N/A
- Adequate modifications are made to meet most students' needs. Despite improvements in enrichment planning, the curriculum remains largely reliant on textbook content. High-attaining students, including G&T students, are provided for in extracurricular activities, but rarely in lessons. In stronger lessons, such as in Secondary Phase mathematics, students are exposed to more challenge and broader experiences. - The curriculum is functional and engages most students. Opportunities for enterprise, innovation, creativity, and social contribution are provided in 'other subjects' but are rarely seen in core lessons. Projects like sustainability and extra-curricular activities benefit students' personal and social development. - Some learning experiences develop students' understanding of Emirati culture and UAE values. These links have recently been added to lesson plans, but implementation is				



inconsistent. Links are stronger in Arabic subjects than in English-medium subjects, and in events such as assemblies and celebrations.

Areas of Strength:

- Periodic reviews ensuring continuity and progression between phases.

Areas for Improvement:

- Modifications to meet the needs of identified groups, especially high-attainers (including the G&T students) and EAL students.
- Stronger integration of activities to promote higher-order thinking skills and application to the real world in lessons.
- Opportunities for enterprise, innovation, creativity, and social contribution in lessons across the curriculum.



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

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

Indicators:	FS	Primary	Secondary	High
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	N/A
- The protection, care, guidance, and support of students are good overall. The school has effective procedures for care and safeguarding, which are well understood by staff, students, and parents. Systems to manage behaviour and prevent bullying, including cyberbullying, are consistently applied. As a result, incidents reduced significantly and parents confirm that students feel safe and supported. - The school provides a safe, secure, and welcoming environment. Health and safety routines are thorough, with regular risk assessments, fire drills, and close supervision across all areas of the school, including transport. Facilities are well maintained, records are secure, and recent upgrades have improved the learning environment. Ramps support accessibility, although the absence of a lift continues to limit access for students with mobility needs. - Healthy living is systematically promoted through science lessons, assemblies, well-being campaigns, and PE. Teachers check lunchboxes and follow up with parents when food choices do not meet expectations. Students participate enthusiastically in fitness activities and understand the importance of healthy lifestyles, though a few make unhealthy choices. The school monitors 94 students identified as obese and works with families, but reducing obesity levels remains an ongoing challenge.				
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
- Staff-student relationships are positive, respectful, and supportive. Students benefit from a calm and orderly atmosphere and appreciate the dedication of staff in supporting both their learning and well-being. Bullying and other incidents are rare, carefully recorded, and followed up. Students are encouraged to take responsibility for themselves, their peers, and the school environment. - The school's systems effectively promote good attendance and punctuality. Attendance currently stands at 95%, and punctuality is well managed, with timely adjustments made following transport changes. Students move promptly between classes, and routines for monitoring attendance are clear, communicated, and applied consistently.				



- The school has appropriate systems for identifying students with additional learning needs, including students of determination. Fifteen Wave 3 (SEN) students, 28 Wave 2 students, and a large group of 235 students new to the school, many of which are also EAL learners, have been identified. CAT4 data and teacher recommendations are used to establish the G&T register. Plans outlining targeted interventions for each group are being refined as systems become embedded.
- Support for students with additional needs is appropriate but variable in quality. Interventions such as pull-out classes, 'Drop Everything and Read' (DEAR), and whole-school reading initiatives are in place, although impact is only emerging. Lesson plans include adaptations, but these are brief and inconsistently implemented. Assistant teachers' support for students of determination is variable, and adaptation is insufficient to accelerate progress. G&T students benefit from extracurricular opportunities, but the effectiveness of challenge in lessons varies.
- Guidance and support promote students' personal, social, and emotional development. Pastoral care is overseen by dedicated staff, and well-being initiatives are increasingly embedded. Homeroom teachers monitor daily progress, but parents would like more holistic reporting that better reflects both personal and academic development. Transition arrangements between phases are appropriate, with plans in place to support Year 7 students transferring to another school next year.

Areas of Strength:

- Comprehensive and secure health and safety records, including records of incidents and any follow-up action taken.
- Positive impact of relationships between students and school staff.

Areas for Improvement:

- Promotion of safe and healthy lifestyles, including procedures for addressing obesity.
- The identification and provision for students with additional learning needs, including students of determination, those who speak English as an additional language, and G&T students.
- The impact of the support provided by assistant teachers for students with additional learning needs, including students of determination.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

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

- The principal and senior leadership team set a clear strategic direction. Leaders' vision centred on global citizenship, and confident, respectful learners is well understood by staff and parents. The principal's passion and commitment to inclusion are evident in the school's rapid establishment of new systems and routines, and the open entry model. However, the more targeted support is needed for the large number of students new to the school. Relationships across the school are positive, and morale is good. Roles and reporting lines are clear, and senior leaders are working to strengthen the newly established distributive leadership model so that responsibility for raising achievement is shared more widely.
- Senior leaders demonstrate a strong understanding of curriculum, teaching, and assessment, but middle leadership capability is still developing and there are positions yet to be filled in Arabic and to oversee non-core subjects. This limits the school's ability to embed best practice consistently across phases.
- Self-evaluation is increasingly comprehensive, drawing on assessment data, observations, and stakeholder feedback. Although broadly accurate, self-evaluation would benefit from clearer prioritisation to enable planning to be more focused on impact. Improvement plans are detailed but require clearer milestones and measurable success criteria. Departmental action plans need more consistent alignment with central themes. Leaders have addressed many of the North Point internal audit recommendations and established systems for monitoring and coaching, but these strategies are new and not yet fully embedded. Continued middle leadership development remains essential for sustainable improvement. Under the current leadership, the school's capacity to improve is good.
- The school is successful in involving parents as partners. Parents appreciate the positive relationships with staff and value the school's openness, accessibility and responsiveness. Meetings, workshops and regular opportunities to speak with teachers help parents feel engaged in their children's learning. Parents would like more information on their children's personal development.
- The school is beginning to establish links with charitable organizations, providing students with opportunities to contribute to community initiatives. Yet, there is a scope to broaden



partnerships with local organisations, cultural institutes and businesses to enrich students' learning experience.

- Governance includes representation of most stakeholders. The Board provides strong oversight, regular audits, and clear accountability structures. School improvement KPIs, including stakeholder satisfaction, are monitored as part of the principal's performance appraisal, and governors are aware of resource needs and the urgency of expanding facilities as the school reaches capacity. The overall impact of governance is good.
- The management of the day-to-day life of the school is efficient. Daily operations are smooth, with effective duty systems and safe routines. While staff are suitably deployed to cover the curriculum and essential functions, appointments are pending in Arabic, Inclusion, and middle leadership, and more effective of other adults in the classroom is needed to strengthen support of students with identified additional learning needs. Facilities are safe and well-maintained, though sports spaces are limited, and there is no lift to enable access for those with mobility issues. Teachers do not always make the best use of available resources, including local and recycled materials, to promote innovation and extend high-attainers.

Areas of Strength:

- Strong strategic leadership and governance oversight, with parents well-informed and supportive of the school's direction.
- Positive school climate supported by effective daily management.

Areas for Improvement:

- The capacity and capability of middle leaders so they can lead improvement and monitor teaching with greater rigour and consistency.
- The rigour and alignment of self-evaluation and improvement planning so that priorities are coherent, measurable, and clearly linked to impact on student outcomes.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school employs 8 Arabic teachers and 2 support staff to deliver Arabic A, Arabic B and Arabic experiences in FS, though one teaching post and one middle-leadership role remain vacant with ratio 1:4.
- The library contains 495 Arabic fiction and non-fiction books, providing a developing but usable resource base. Classroom reading provision includes MoE textbooks, the 'Arabic 4U' digital platform and teacher-developed materials, though structured guided reading and wider technology-enabled approaches are developing features.
- Extra-curricular opportunities include the Holy Qur'an Tajweed, and parents receive weekly plans, home learning and curriculum information. There are limited opportunities for students to enter Arabic competitions, reading challenges and enrichment activities.

The school's use of external benchmarking data

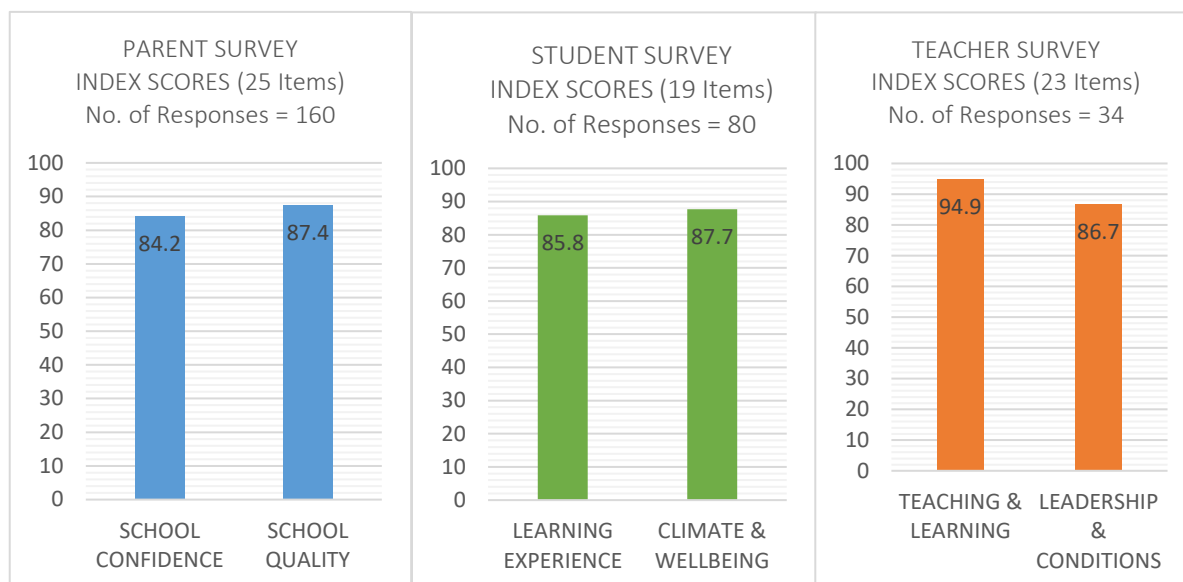
- The school meets SPEA requirements for international assessments: all students in Years 2–6 take GL Progress Tests, Years 4 and 6 take NGRT, and Years 2–7 complete CAT4.
- Preparation is embedded in teacher planning, with students practising online test formats and working with sample questions, though targeted intervention and structured familiarisation sessions are not yet fully developed.
- Results are shared with students during lessons, and parents receive the reports through the school's communication systems, with a revised reporting format now including external assessment outcomes. The school's plans focus on improving how results are used to inform teaching, intervention and parental understanding.

Provision for KG

- The Foundation Stage (FS) comprises 6 classes taught by 6 teachers, with a ratio of 1:20. Each teacher is supported by a classroom assistant.
- Children benefit from 2 indoor free-flow learning spaces that support imagination and creativity through role play and craft activities. Alongside is a shaded outdoor area with sandpits, water trays, planting areas and equipment for physical play.
- Induction arrangements include familiarisation visits for new students and parents, and transition to Primary Phase is supported through end-of-year transition days and classroom visits. Parents report that communication about induction and transition is clear and timely, supported by weekly schedules, ClassDojo/WhatsApp updates, and orientation sessions.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise students' achievement to a consistently good level across all subjects and phases, by:
 - Strengthening students' reading, writing, and vocabulary development in all languages through a whole school literacy strategy, ensuring every teacher reinforces foundational language skills across the curriculum.
 - Embedding enquiry, reasoning, problem solving, and extended writing in all subjects so that students can apply knowledge confidently in unfamiliar contexts.
 - Ensuring accurate identification and targeted support for all groups, especially G&T students, students of determination, EAL learners, and those new to the school, so that progress is consistently strong.
 - Using internal and external assessment information more rigorously to track progress, close gaps, and raise expectations of what students can achieve in each phase.
 -
- Strengthen the quality of teaching and curriculum, by:
 - Raising teachers' expectations of students' capabilities through more rigorous use of assessment to personalise learning, adapt tasks, and provide challenge for all groups.
 - Improving the consistency of lesson planning so that learning objectives, questioning, modelling, and independent tasks promote deeper thinking and understanding.
 - Enhancing curriculum adaptation so that all groups of students, including those who special educational needs (SEN) can access learning at the right level, supported by clear progression in literacy, numeracy, and scientific enquiry.
 - Developing a coherent whole school approach to language development across subjects, ensuring that comprehension, vocabulary, and communication skills are strengthened through every curriculum area.
 - Grouping students as beginners, middle, or advanced language learners when organising Arabic as a second language (ASL) lessons.
- Strengthen leadership at all levels, by:
 - Building the capacity and capability of middle leaders, particularly in Arabic, inclusion, and other subjects, so they can lead improvement, monitor teaching effectively, and drive consistent implementation of school priorities.
 - Improving the rigour and alignment of self-evaluation, teacher monitoring, and improvement planning so that SEF, SIP, and departmental plans are clearly prioritised, measurable, and linked to impact on student outcomes.
 - Strengthening accountability systems so that leaders at all levels use data, monitoring evidence, and stakeholder feedback to evaluate progress and adjust actions accordingly.
 - Implementing a whole school strategy for students who are new to the school, ensuring accurate baseline assessment, effective induction and targeted support.



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.