



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

# School Performance Review (SPR) | Report

Al Resalah International Private School of  
Science

4 - 7 March 2024

**Overall  
Effectiveness:  
Good**





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## PURPOSE AND SCOPE

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

### Purpose

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

### Scope

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

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

Where applicable, the SPR also gathered information about the provision for Arabic language, the school's use of international benchmarking data, and the provision for KG.



## THE SCHOOL PERFORMANCE REVIEW PROCESS

The SPR uses the six Performance Standards (PS) and seventeen Performance Indicators (PI) from the UAE School Inspection Framework issued in 2015, as follows:

**Performance Standard 1: Students' achievement**, comprising:

- PI 1.1 Attainment
- PI 1.2 Progress
- PI 1.3 Learning skills

**Performance Standard 2: Students' personal and social development, and their innovation skills**, comprising:

- PI 2.1 Personal development
- PI 2.2 Understanding of Islamic values and awareness of Emirati and world cultures
- PI 2.3 Social responsibility and innovation skills

**Performance Standard 3: Teaching and assessment**, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

**Performance Standard 4: Curriculum**, comprising:

- PI 4.1 Curriculum design and implementation
- PI 4.2 Curriculum adaptation

**Performance Standard 5: The protection, care, guidance and support of students**, comprising:

- PI 5.1 Health and safety, including arrangements for child protection/safeguarding
- PI 5.2 Care and support

**Performance Standard 6. Leadership and management**, comprising:

- PI 6.1 The effectiveness of leadership
- PI 6.2 Self-evaluation and improvement planning
- PI 6.3 Partnerships with parents and the community
- PI 6.4 Governance
- PI 6.5 Management, staffing, facilities and resources

### Judgements

The judgements stated in this report use the following six-point scale.

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

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

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



## SCHOOL INFORMATION

School	School ID	185	
	School location	Al Azra, Sharjah	
	Establishment date	2004	
	Language of instruction	English	
	School curriculum	American	
	Accreditation body	Cognia	
	Examination Board	AP College Board	
	National Agenda Benchmark Tests/ International assessment	TIMSS, PIRLS, CAT4, EMSAT, MAP, AP	
	Fee range	14350 - 29350 AED	
	Staff	Principal	Huda Al Samkari
		Chair of Board of Governors	Sadia Wajid
Total number of teachers		103	
Total number of teaching assistants		13	
Turnover rate		11%	
Main nationality of teachers		Egyptian	
	Teacher: student ratio	1:13	
	Total number of students	1326	
	Total number of students per phase.	Phase 1: 162 Phase 2: 400 Phase 3: 287 Phase 4: 477	
	Number of Emirati students	913	
	Number of Emirati students per phase.	Phase 1: 86 Phase 2: 265 Phase 3: 215 Phase 4: 347	
	Phase 1: number and gender	Boys: 86 Girls: 76	
	Phase 2: number and gender	Boys: 214 Girls: 186	
	Phase 3: number and gender	Boys: 157 Girls: 130	
	Phase 4: number and gender	Boys: 263 Girls: 214	
	Nationality groups	1. Egyptian 2. Jordanian	
Total number of students with special educational needs	75		



## PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	GOOD

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 178 lesson observations, 53 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 visit in 2023, when the school was acceptable. Students' attainment and progress have improved since the last report. English, mathematics, science and other subjects are now good overall. Arabic in Phases 2, 3 and 4 has remained good. Attainment in Phase 3 social studies is now good. Students' personal and social development remain good. Teaching has improved to good across the school because teachers have undergone an intense programme of continuous professional development. Assessment has improved to good following the implementation of a more detailed assessment process. The curriculum remains acceptable overall, though good in Phase 1, as it is still being reviewed and developed in other phases. The protection, care and guidance for all students is now very good, including students with very good attendance. The school has a very effective process for the identification of and support for students with special educational needs (SEN), which has also improved to very good. The school has a strong ethos of inclusion. Leadership, which was acceptable, is now good. The leadership team has been expanded and there has been a focus on developing teaching and learning and the school's middle leadership. Purposeful and accurate school self-evaluation and the identification of specific priorities for improvement planning are continually monitored and reviewed by leaders, helping the school to make sustained improvements.

#### KEY AREAS OF STRENGTH:

- The Islamic values and culture within UAE society across the school.
- Students very good personal development in Phase 4.
- Students' very good attendance.
- The very good care, guidance and support for students.
- The effective self-evaluation process which involves all stakeholders.
- The very good partnership with parents.
- The provision of and support for students with SEN.

#### KEY AREAS FOR IMPROVEMENT:

- The quality teaching and learning in all lessons to optimise the impact on students' achievement.
- Students' achievement in Measures of Academic Progress (MAP), Growth assessments in English reading, language usage, mathematics and science.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.					
Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as a First Language)	Attainment	N/A	Acceptable	Good	Good
	Progress	N/A	Acceptable	Good	Good
Arabic (as an additional Language)	Attainment	N/A	Good	Good	Acceptable
	Progress	N/A	Good	Good	Good
Social Studies	Attainment	N/A	Acceptable	Good	Good
	Progress	N/A	Acceptable	Good	Good
English	Attainment	Good	Acceptable	Good	Good
	Progress	Good	Acceptable	Good	Good
Mathematics	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
Science	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
Learning Skills		Good	Good	Acceptable	Good





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>Students' achievement in Islamic education is good overall. Internal data shows that students make good progress in Phases 2 and 3 and very good progress in Phase 4. This does not match with what is seen in lessons and in students' work where the majority of students make progress that is above curriculum expectations in all phases.</li><li>The school's internal assessment data shows that attainment is very good across all phases. This does not match with what is seen in lessons and in students' work where attainment is good across all phases. There are no international examinations for Islamic education.</li><li>In lessons and in their recent work, the majority of students exceed curriculum expectations across all phases. In Phase 2, the majority of students show secure knowledge of the principles of Islam such as believing in Allah (SWT) as the creator of all creatures and the Holy Qur'an, as it was first revealed to the Prophet Muhammad (PBUH). In Phase 3, the majority of students demonstrate secure skills in recalling and explaining the Noble Hadeeth. Students can extend their discussions about various concepts such as equity and equality and Al-Muharramat in Islam, but a minority are not able to give a reference from the Holy Qur'an or the Noble Hadeeth on the topic to support their answers. In Phase 4, the majority of students can communicate and interpret the Noble Hadeeth successfully. Students understand the Islamic Sharia and laws and the life of the Prophet Muhammad (PBUH) clearly, linking them to current global goals is less developed. Students' recitation skills show improvement in all phases, although their recitation skills applying Tajweed rules are underdeveloped.</li><li>The majority of students make better than expected progress in lessons, including higher, lower attainers and those with SEN.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' secure knowledge of the principles of Islam and how this is reflected in their daily lives and routines across all phases.</li></ul>	<ul style="list-style-type: none"><li>Students' ability to support answers by referring to verses from the Holy Qur'an and the Noble Hadeeth in Phase 3.</li><li>Students' recitation skills in applying Tajweed rules across all phases.</li></ul>



<b>Arabic</b>	<ul style="list-style-type: none"><li>• Students' achievement in Arabic, both as a First Language (AFL) and as a Second Language (ASL) is good overall and acceptable in Phase 2 AFL. Internal data indicates very good progress in both AFL and ASL across the 3 phases. This is not reflected in students' performance in lessons and their work where the majority make progress which is above curriculum expectations except in Phase 2 for AFL where most students make expected progress.</li><li>• External EmSAT results for Grade 12 are very good with most students achieving above the required level. Mubakkir data for Grades KG to 2 indicates acceptable attainment and it is very good in TALA for Grades 3 to 11. Internal assessment data indicates that the majority of students exceed curriculum expectations in AFL and ASL. This is not reflected in lessons or in students' work where the majority of students attain above curriculum expectations overall in both subjects except in Phase 2 for AFL where most students attain in line with curriculum expectations. In lessons and in their recent work, the majority of students exceed curriculum expectations in both AFL and ASL except for Phase 2 AFL and Phase 4 ASL where most students demonstrate levels of knowledge, skills and understanding that are in line with curriculum expectations.</li><li>• In Phase 2 by Grade 4, most students build their phonetic skills, identifying syllables to spell words and can read short texts correctly and infer new vocabulary. In Grade 5 ASL, the majority of students understand when listening to a simple dialogue and can speak in groups by using simple informative and interrogative sentences. A minority of students do not have secure comprehension or speaking skills while using standard Arabic. In Phase 3, the majority of students can use verbs and conjugate them accurately. Students show progress in reading texts with expression, a few students cannot read texts fluently with proper intonation and diacritics. Phase 4 AFL students develop their reading skills even more and they can read for specific information. They also demonstrate increasing ability to write. They know how to organise their writing, write topics and supporting sentences, know grammatical rules and apply them correctly in their writing. Students' progress in writing in Phases 3 and 4 is slow because they have limited opportunities for engaging in free writing activities in ASL.</li><li>• There is no significant difference in the rates of progress made by students across all phases, including boys and girls and ASL students.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' ability in ASL to identify syllables and spell words in Phase 2.</li><li>• The development of students' reading skills in AFL in Phase 4.</li></ul>	<ul style="list-style-type: none"><li>• Students' comprehension and speaking skills in AFL, especially in Phase 2.</li><li>• Students extended, free writing skills in ASL Phases 3 and 4.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is good overall. The school's internal data shows that students make very good progress throughout all phases. This does not match with what was seen in lessons and in students' work where the majority of students make better than expected progress.</li><li>• The school's internal assessment data shows that attainment is very good across all phases. This does not match with what is seen in lessons and in students' work where the majority of students attain above curriculum standards across all phases. There are no international examinations for social studies.</li><li>• In lessons and in their recent work, the majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. In Phase 2, most students show secure knowledge and understanding of renewable energy and sustainability. They can talk about the achievements of the UAE leaders in realising a sustainable country by discussing Masdar City, although their ability to link knowledge to past events is insufficient. The progress of the majority of the students accelerates in Phase 3. For example, in Grade 8, the majority of students are effectively engaged in learning, and they can talk about H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) and his important role in the history of the nation's development. They successfully make links to other areas of learning such as Arabic by reading H.H. Sheikh Zayed bin Sultan Al Nahyan's (RIP) proverbs for comprehension, which also supports their literacy skills. Students' knowledge of UAE international relationships and the role of UAE in partnering internationally to advance global civilisation is less evident. In Phase 4, students show good progress in understanding the national economy. For example, in Grade 9, the majority of students can talk about the advances in transport in the UAE and discuss the advantages and disadvantages of different modes. Students' ability to work independently, using inquiry-based instruction, investigation, enquiry and research varies considerably across lessons.</li><li>• The majority of students make better than expected progress in lessons including higher, lower attainers and those with SEN.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' knowledge and understanding of UAE history, values, national identity and citizenship in Phase 3.</li><li>• Students' knowledge and understanding of the UAE's current national economy in Phase 4.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to connect past events in history to those that are happening in the present in Phase 2.</li><li>• Students' knowledge of UAE international relationships and role of the UAE in partnering internationally to advance global civilisation in Phase 3.</li></ul>



<b>English</b>	<ul style="list-style-type: none"><li>• Students' achievement in English is good overall. In lessons and in their work, the majority of students make better than expected progress in Phase 1, Phase 3 and Phase 4. In Phase 2, most students make expected progress. This does not match with the school's internal data which shows that all students make very good progress in Phases 3 and 4 and good progress in Phase 2.</li><li>• Internal assessment data indicates that a large majority of students in Phase 1, Phase 2 and Phase 3 attain levels above curriculum standards. This is not reflected in lessons or in students' work where most students in Phase 2 attain in line with the curriculum and the majority of students in Phase 1, Phase 3 and Phase 4 attain above curriculum standards. External MAP data for Grades 4 to 9, indicate that most students perform below expectations as attainment is weak in reading and language usage but acceptable in Grades 5 and 7. In Grade 12 EmSAT results most students exceed expectations.</li><li>• In Phase 1, children demonstrate a good understanding of phonics and the alphabet and use this knowledge to read and write simple sentences. Phase 2 students are able to skim and scan and analyse biographical texts to find out simple facts. Phase 3 students can use language effectively to provide solutions to a variety of text and visual scenarios and can explain their solutions with some degree of reasoning. Their ability to analyse responses so that they provide examples and evidence in response to questions is less well developed. In Phase 4 students develop their speaking and debating skills and demonstrate that they can construct clear statements that present a debatable claim, supporting their arguments with relevant evidence and examples. In all phases, students' skills in independent creative and non-fiction writing are less developed.</li><li>• Overall, most groups of students make expected progress with little variation between boys and girls and students with SEN.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Children's progress in phonics, particularly in Phase 1.</li><li>• Students' speaking, listening and debating skills, particularly in Phases 3 and 4.</li></ul>	<ul style="list-style-type: none"><li>• Students' skills to analyse text in Phase 3.</li><li>• Students' independent creative and non-fiction writing skills across all phases.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is good overall. The majority of students make good progress in Phase 1 and Phase 4. In Phases 2 and 3 most students make the expected progress. This is not fully aligned to the school's internal data where progress is judged to be very good across all phases.</li><li>• The school's internal assessment data shows attainment as very good across all phases. MAP assessment data in mathematics shows attainment to be acceptable in Phases 2 and 3 and very good in Grade 9. EmSAT results are above the expected level and Advanced Placement (AP) assessment data in mathematics shows attainment to be acceptable in Phase 4. This is not reflected in lessons or in students' work where attainment is acceptable in Phases 2 and 3 and good in Phase 1 and Phase 4.</li><li>• In Phase 1, children can do simple additions by joining and combining 2 numbers. For example, they can add the numbers on a domino, write an equation using equal and plus signs and calculate the total. They can create a story using 2 numbers and combining them in the story. In Phase 2, students can understand a fraction and create an equivalent fraction, and a minority cannot do this. In Phase 3, students can translate shapes on graph paper and calculate the new coordinates for the mirror image though a minority are unable to translate the shape. In Phase 4, students can solve natural logarithms and exponential equations.</li><li>• Overall, most groups of students make good progress with little variation in the rates of progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Children's ability to add simple sums and create stories incorporating sums in Phase 1.</li><li>• Phase 4 students' ability to solve natural logarithms and exponential equations in Phase 4.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to understand and write equivalent fractions in Phase 2.</li><li>• Students' ability to translate shapes to make a mirror image in Phase 3.</li></ul>



<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is good overall. The school's internal assessment information indicates that progress is very good in all phases. This does not match that seen in lessons and students' work where most students make good progress.</li><li>• The school's internal data shows that attainment is good in all phases. This does not fully match with that seen in lessons and in students' work. In Phases 1 and 4, the majority of students attain levels that are above curriculum standards. In Phases 2 and 3, most attain in line with standards. External MAP examination results show that attainment is acceptable in Grades 3 to 9. In EmSAT students achieve above the expected level and in AP biology scores are acceptable.</li><li>• In Phase 1, children learn enthusiastically about weather and what happens on a sunny day. They draw links to art and their lives when creating posters showing clothes and objects that give protection from sunlight. Students demonstrate an understanding of the layers of the earth and water cycle in Phase 2; laws of reflection and thermal energy in Phase 3; and quantisation and simple harmonic motion in Phase 4. Students in Phases 2 and 3 demonstrate proficiency in basic scientific activities, although their ability to articulate concepts with reasoning and their understanding of the fundamental principles is limited because there are few opportunities for investigative experiments. In addition, their skills of prediction and writing of hypotheses are underdeveloped.</li><li>• The majority of students make better than expected progress in all phases. Almost all groups of students make good progress. In external assessments girls sometimes make slightly better progress than boys.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Children's knowledge and understanding of the concepts of natural science in Phase 1.</li><li>• Students' experimentation and application of their skills in Phase 4.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to explain concepts with reasoning in Phases 2 and 3.</li><li>• Students' skills of prediction and writing of hypotheses in Phases 2 and 3.</li></ul>



<b>Other subjects</b>	<ul style="list-style-type: none"><li>• Students' achievement in other subjects is good overall. It is good in Phases 1 and in Phase 4 and acceptable in Phases 2 and 3. In lessons and in their work, most students make expected progress in Grades 1 to 8. In Phase 1, the majority of children make good progress. In information and communication technology (ICT) in Phase 3, students do not make expected progress. This does not match with the school's internal data which shows that students make very good to outstanding progress in Grades in 1 to 12 in physical education (PE), ICT, history, and geography.</li><li>• Internal assessment data collated for PE, ICT, history, and geography indicates that a large majority of students in Phases 2 to 4 attain levels above curriculum standards. This is not reflected in lessons, especially students' geographical skills and knowledge. Overall, most students in Grades 1 to 12 attain in line with the curriculum and except in Phases 1 and 4 where attainment is good, particularly in elective subjects and history. Students are yet to take external examinations in elective or AP subjects.</li><li>• In Phase 1 multi-skills are taught through play. For example, children work together to create animal habitats, sculpt with playdough, and use construction toys, developing dexterity, thinking skills, collaboration, and creativity. In PE students in Phases 2 and 3 learn to pass, shoot, and cross dribble. They are learning to rate and improve their own skills and coach their peers. In art students across Phases 2 to 4 learn about the elements of art such as line and shape and include these in creative drawings inspired by the work of Romero Britto. In ICT in Phase 4 students learn to create and design code for a point of sale (POS) system, although their skills are less developed in Phase 3. In Phase 2, they use multiple functions in MS Word and PowerPoint. In history students use a range of sources to develop their understanding of events that happened in America and Europe in times of war in the twentieth century.</li><li>• Most groups of students make expected levels of progress across all subjects. Students with SEN make better than expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Children's holistic development through play in Phase 1.</li><li>• Students' use of sources and material to deepen their understanding of historical events in Phase 4.</li></ul>	<ul style="list-style-type: none"><li>• Students' geographical knowledge and skills.</li><li>• Students' progress in developing their ICT skills, particularly in Phase 3.</li></ul>



<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Students learning skills are good overall. In Phase 3 they are acceptable. Most students have a positive attitude to learning and are keen to participate in lessons and activities. In the boys' section particularly in Phase 3, students sometimes lack motivation. Students work successfully both independently and in groups across all phases, particularly in Phase 4. Students are aware of their own learning and have developed strategies to improve their work.</li><li>• In Phase 1, children take responsibility for their learning, applying their knowledge and skills in learning centre activities. In Phase 2, students work collaboratively to design a prayer rug using symbols of Ramadan and evaluate each other's work, making suggestions for how it can be improved. In Phase 4, students work collaboratively to summarise their research relating to the attack on Pearl Harbour during the second world war.</li><li>• Students make clear connections between areas of learning. In Phase 1 children write number stories in mathematics, developing literacy skills and learning about weather patterns in the UAE while painting. In social studies in Phase 3 students read H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) proverbs, enhancing their reading skills in Arabic.</li><li>• Students find things out for themselves, using technology to support their learning. For example, students in Phase 4 research geographical features in areas of the USA. Students develop inquiry skills through laboratory lessons in science; for example, investigating endothermic and endothermic reactions in Phase 4. Students solve problems as they create codes in ICT learning independently through trial and error. Students' critical thinking skills are less developed in Phases 2 and 3. Innovation and enterprise in lessons are developing features across the school.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' purposeful interaction and collaboration particularly in Phase 4.</li><li>• Children's ability to make connections between areas of learning in Phase 1.</li></ul>	<ul style="list-style-type: none"><li>• Students' critical thinking skills particularly in Phases 2 and 3.</li><li>• Students' innovation and enterprise in lessons across all phases.</li></ul>





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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Personal development</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>• Students demonstrate positive and responsible attitudes. Their interest in lessons and work is evident as they participate in individual and group activities in lessons, assemblies and other school events. There are few opportunities for the students' council to address student-related concerns.</li><li>• The behaviour policy is comprehensive, meets the MoE's code of conduct and is shared with all stakeholders. Students' increased awareness of the rewards and sanction policy has resulted in positive behaviour across the school. Students in Phase 4 show high levels of motivation and are very self-disciplined. Students' and staff relationships are cordial. Various initiatives such as students' leadership in corridors ensure that the behaviour policy contributes to a secure environment.</li><li>• A healthy eating policy with clear guidelines and expectations is shared with students and parents so that most students bring healthy food to school and adopt healthy lifestyles.</li><li>• Attendance at 98% is outstanding. Students arrive on time at school and lessons.</li></ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>

- Students in all phases demonstrate a secure understanding and appreciation of how Islamic values influence contemporary UAE society. In Phase 1, children can speak confidently about Islam during Islamic studies and Holy Qur'an sessions. Morning Adhkar are an integral part of the routine. Students read verses from the Holy Qur'an and Noble Hadeeth in assemblies.
- A range of cultural activities is designed and conducted throughout the year to further their understanding of UAE heritage and culture. Motivational talks in assemblies, preparing for Ramadan and the celebration of "Hag Al Laila" demonstrate students' commitment to UAE culture and tradition.
- Students respect and value their peers from different nationalities. Students' moral education teaches these values and provides opportunities for students to practise these principles. Students actively engage in numerous exchange events, including participation in the Model United Nations (MUN) and international sports competitions.



Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none"><li>• Students of all phases participate willingly in activities that impact positively on the school and wider community. Phase 1 children contribute to recycling projects; students of higher grades participate in volunteering activities and visit homes for the elderly. They volunteer to share responsibilities with the staff in organising assemblies and when parents and teachers meet. The students' council is not currently fully involved in organising such activities.</li><li>• Students are dedicated and committed to their work, projects and school activities. When given opportunities, they initiate and develop their own collaborative projects, demonstrating their work ethic and enterprise, such as the Green House and interschool sustainability projects.</li><li>• Students actively collect recyclable materials within the school's premises. They organise recycling and educate their peers on sustainability. Opportunities for wider projects on these topics are few. Students maintain a school garden in collaboration with their teachers.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Students' understanding of how Islamic values influence contemporary UAE society.</li><li>• Students' positive and responsible attitudes.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• Roles for the students' council in addressing student related matters and in organising events.</li><li>• Students' involvement in a wider range of environmentally related projects.</li></ul>				



## PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Good	Good	Good	Good

- The majority of teaching in each phase of the school is good. Most teachers demonstrate good subject knowledge and increasingly understand how children and students learn best, although this is not consistent in Phases 2 and 3. A few English teachers make errors in their own spoken English in class.
- The majority of teachers provide well-paced, well-structured lessons that are closely related to curriculum expectations and that have clear appropriate objectives. Positive and enjoyable classrooms are created by teachers to enhance and support learning. They make effective use of resources to engage students. There remains an over-reliance on slide presentations in some lessons. The more skilled teachers use open questioning to establish students' levels of knowledge and understanding, sometimes probing to stretch and challenge students and to promote deeper reflection. This approach to questioning varies considerably across the school.
- Teachers use a range of helpful approaches to meet the needs of different groups of students. The most effective teachers understand that students, including students with SEN, have differing abilities, requirements, strengths, and challenges and provide support accordingly. Teachers do not always provide activities to challenge high attaining students. In Phase 4, teachers plan and provide appropriate activities and learning resources for individuals and small groups of students.
- Most teachers give students some opportunities for reflection, critical thinking, and analysis although this does not always challenge them sufficiently. Teaching to develop innovation and enterprise in lessons is at an early stage of development.

Assessment	Good	Good	Good	Good
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- Internal assessment processes are organised electronically and in line with the school's curriculum. Teachers use different informal methods such as exit tickets, quizzes and worksheets to measure students' learning in lessons.
- Students' outcomes are benchmarked against national and international standards such as CAT4, MAP, TIMSS and PIRLS. Triangulation of the results with internal data ensures that students achieve at grade level expectations. The school analyses data of individuals and groups to compare trends, patterns and identify gaps. The findings are used in preparing students for different benchmark tests and external examinations. Students' remedial support programmes are designed on these findings. The analysis of students' achievement in MAP growth assessments highlights further development is required.



- Formative and summative data analysis is used adequately to inform teaching and curriculum planning to meet the needs of most groups of students. A student tracker is used to assess the gains made by students in different tests. This information is used in target setting. In the best lessons, students use reflection time to assess their performance. Teachers are aware of the individual strengths and weaknesses of their students. The quality of teachers' developmental feedback, the use of self- and peer-assessment and target setting for students vary considerably in work samples.

**Areas of Strength:**

- Students' and teachers' positive interactions which lead to engaged learning.
- Teachers' purposeful planning and effective use of resources.
- Technology-driven data analysis for internal assessment processes and systems that ensure accurate identification of learning trends.

**Areas for Improvement:**

- Teachers' knowledge of how students learn best, in Phases 2 and 3.
- Teachers' use of internal and external data information, especially MAP, to challenge and support students in lessons, particularly high attaining students.
- The quality of teachers' developmental feedback on students' work so that they understand their next steps in learning.



## PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Curriculum design and implementation</b>	<b>Good</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>The overall quality of the curriculum is acceptable and good in Phase 1. The school's curriculum rationale is based on the Californian Common Core Curriculum Standards (CCCCS) and is compliant with UAE and MoE statutory requirements. It is age-appropriate, broad, balanced, and constructed so that it builds on students' achievement. It meets the needs of the majority of students for the next phase of their education and beyond school.</li><li>The curriculum offers core and elective subjects for Phase 4. The electives include a narrow range from marketing, fitness, calculus, health and nutrition, physics, electronics and computer science. Cross-curricular links are planned and implemented into the school week. Strong links to the UAE are evident in all subjects.</li><li>The school conducts periodic subject and Phase 1 reviews to ensure continuity and progression. These reviews are not yet systematic or rigorous enough in Phases 2 to 4 to have a major influence in ensuring the academic and personal needs of students are met in all subjects.</li></ul>				
<b>Curriculum adaptation</b>	<b>Good</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>

- Adequate curriculum modification is made to meet the needs of most groups of students in Phases 2, 3 and 4 with good adaptation to meet children's needs in Phase 1. Modifications for SEN and gifted and talented (G&T) students are integrated into planning and are evident in most lessons. Individual education plans (IEP) are used to guide the planning of differentiated activities for SEN students. The planning and provision for high-level thinking questions and challenge is variable across subjects and phases. Curriculum adaptation does not meet the needs of all groups of students, especially G&T students.
- Opportunities for enterprise, innovation, creativity and social contribution are evident in extra-curricular opportunities. They do not form part of core subject lessons. Extra-curricular activities and clubs are offered and are built into the school day. These include chess, mathematics, the environment, Arabic reading and charity. Community links and social responsibility are important to the school. Students participate in Zayed Humanitarian Workday and Phase 4 students visit elderly care homes. The MUN provides further opportunity for students in Phases 2, 3 and 4 to expand their global knowledge.
- The curriculum supports students' knowledge and understanding of Islamic and Emirati culture and UAE society. Students take pride in the UAE's culture. These topics are well integrated into all aspects of students' education, from lesson planning to school assemblies, and in extra-curricular activities where the Grade 12 Ramadan Club discusses the values and

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commitments to Islam. Students across all phases participate in celebrations such as Islamic well-being activities. The school celebrates national festivals such as Flag and National Days.

**Areas of Strength:**

- Curriculum planning that ensures learning builds on previous students' achievement.
- The strong links with Emirati culture and UAE society that are written into the curriculum.

**Areas for Improvement:**

- A wider range of curricular options to develop students' talents, interest, and aspirations.
- Modification of the curriculum that meets the needs of G&T students.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>The protection, care, guidance, and support of children and students is very good overall. The school has effective procedures for the safeguarding of students through a highly visible system of school counsellors in corridors and at break times as well as classroom teachers and student monitors to check others' well-being. All staff are trained in child protection and understand the policies and procedures. Staff deal sensitively and effectively with students' needs and concerns. The school provides a safe and hygienic environment. Supervision of students is effective with an extensive CCTV system in the school and on school transportation. The premises are clean and well maintained.</li><li>The school maintains accurate and secure records, including records of incidents and subsequent actions. The premises and facilities provide a safe and secure physical environment that is very well suited to the learning needs of all, with future confirmed plans to install lifts to allow access for people with restricted mobility.</li><li>The school promotes healthy living, predominantly through workshops and assemblies and the school offers a broad and regular programme for PE and extensive extra-curricular programmes during the school day. The canteen is clean and hygienic and provides an extensive menu of hot food and fresh fruit, including food allowed under the regulatory requirements. Very good measures are taken to provide reasonable protection from the sun including shading and students' ready access to drinking water.</li></ul>				
<b>Care and support</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>Relationships between staff and students are very effective and positive. In Phase 1, especially, staff have very positive and purposeful relationships with the children. Behaviour management is consistently very good with numerous adult supervisors and a team of social workers to complement the school's policies. Students manage their own behaviour effectively. A few boys' behaviour in Phases 3 and 4 does not always follow the behaviour policy.</li><li>Systems for managing attendance and punctuality including follow up of unauthorised absences and lateness are efficient and effective. This results in the school being effective in promoting outstanding attendance and punctuality with a term attendance of 98%.</li></ul>				



- The school has detailed procedures for identifying students with SEN. Their needs are identified through a referral system after they join the school, and the results are shared with staff. The school has specialist staff with the expertise to identify needs. The school admission procedures are wholly inclusive.
- The school has some specialist staff to assist with identification and support of students with SEN but not all teachers are familiar with procedures for supporting students. Modifications are made to accommodate the range of needs but the needs of more high attaining students, including G&T, are not always met well in lessons.
- All students receive very good support for their well-being. The school is strong in providing older students with detailed support on pathways for their future learning. Former students return to the school to talk about their experiences in higher education.

**Areas of Strength:**

- The school's provision for the care, welfare and safeguarding of all students.
- The identification and support for students with SEN.

**Areas for Improvement:**

- The suitability of premises and facilities for all students, including those with SEN to gain access to the whole building.
- The support for high attaining students in lessons.





## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

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

**Indicators:**

**The effectiveness of leadership**

**Good**

- Senior leaders demonstrate that they can improve the school further. Based on the previous report, they have placed a focus on professional development. A middle leadership team has been created and middle leaders have undertaken training in their roles, although further development and monitoring of effectiveness are needed. Together with the senior leadership team they work to improve teachers' skills and approaches to teaching. There is now a programme of lesson observations and walkthroughs to monitor the quality of practice in the classroom.
- Assessment was an identified area for improvement previously. Data systems are now securely in place, and teachers have been trained to constantly review data to influence lesson planning and student support. This is having a positive impact on students' achievement, which is steadily improving. The school meets statutory and regulatory requirements. Staff morale is high across the school.

**Self-evaluation and improvement planning**

**Good**

- The effective school self-evaluation process is based on evidence collected from sources across all aspects of the school, including the views of students and parents. It is channelled by committees for subjects and standards into a document. Some judgements could be linked more closely to the UAE School Inspection Framework. Senior leaders and governors give final approval of the contents. The self-evaluation document is reviewed frequently and adjusted to raise standards. Key priorities are identified from the document for specific aspects of improvement planning. Targets are set and action plans with success criteria are agreed by senior leaders. Targets in this plan lack specificity. Recent targets, such as the focus on outcomes in MAP assessments are starting to impact positively on students' achievement. Programmes of internal and external staff development and lesson observation are in place to meet the major goal of improving teaching and learning.

**Partnerships with parents and the community**

**Very Good**



<ul style="list-style-type: none"><li>Parents are successfully engaged as partners of their children's learning. They are offered opportunities to be involved in the school community from reading stories to talking to students about their professions. There is an open school day when all can go into school and observe lessons. They are invited to share their views about the school's self-evaluation and improvement plan and their views are taken into consideration. Communication with teachers is regular and supportive, especially for those with children with SEN. The school responds quickly to any concerns. Parents join in with all the celebrations and school activities.</li><li>The school has connections with local universities such as Sharjah American University and Skyline University College and Sharjah City Humanitarian Services. These partnerships support students' trips abroad, such as the scout trip to South Korea in 2023.</li></ul>	
<b>Governance</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The professional governing board represents the school's group owners. It consists of expert academic, finance and facilities managers. A second body represents stakeholders such as parents, students and teachers. This body communicates with parents and interacts effectively with the local community and day to day matters. All meet regularly to monitor aspects of the school's performance. The owners' governing board monitor students' achievement and holds the senior leaders and all teachers accountable. Their role is very supportive to the school. They have implemented and funded training programmes to meet school improvement planning priorities, providing resources, as needed. They oversee staff recruitment. Through regular school visits and meetings with the senior leaders, members have an accurate oversight of the school, give feedback and advice and support the school's development and actions plans.</li></ul>	
<b>Management, staffing, facilities and resources</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The day-to-day management and routines of the school run smoothly. Lesson timing, activities and transitions between lessons are carried out effectively. Resources meet the learning needs of students. Facilities include computer rooms, science laboratories, library and outdoor areas for play and sports. The recruitment process is closely monitored and involves the governing board. New teachers benefit from an induction period and a year's mentoring. All teachers should complete professional development and are regularly observed in lessons. The impact of these actions on students' achievement has not been fully reviewed.</li></ul>	
<b>Areas of Strength:</b>	
<ul style="list-style-type: none"><li>The secure data systems for the analysis of students' data.</li><li>The programme of mentorship and support for new teachers.</li><li>The very good partnership with parents.</li></ul>	



#### Areas for Improvement:

- The monitoring of the effectiveness of the middle leadership team.
- The review and monitoring of the impact of development strategies on students' achievement.

## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There are 17 teachers of Arabic for 1326 students giving a teacher to student ratio of 1:78.
- The school's library holds 1,400 fiction books in Arabic and 500 non-fiction books.
- There is regular time for reading in Arabic lessons. The school deploys technology to support students' reading skills, for example the school has adopted Kutubee and Nahla and Nahel platforms to be used during lessons and outside the classroom.
- The Arabic department encourages students to take part in many extra-curricular activities. They enter competitions for story writing, recycling, speaking, memorisation of the Noble Hadeeth and poetry recitation. They join in events such as reading month, play acting, talent shows, dialogue with an author and the Ramadan Al Resalah programme. Projects such as 'A hundred stories and tales' and creating comic stories are enjoyed by students.

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

- Students selected by SPEA took the TIMSS assessment in 2023. Results are pending. Students in Grade 5 took the PIRLS assessment in 2021. The overall score received in 2023 was 495 which is above the UAE average of 483 and the USA average of 480. All students in Grades 4 to 10 have taken MAP Growth assessments in reading, language usage and mathematics since 2022. Results show at least acceptable attainment overall. Students in Grade 12 took the AP in biology and 78% met expectations. EmSAT was taken by Grade 12 students in 2023-24 and 80% of students achieved above the required level in English. TALA results in Arabic for Grades 3 to 11 taken in November 2023 were very good. Mubakkir results for KG to Grade 2 were in line overall with expectations. CAT4 scores are average overall. SAT scores in English in 2023 were overall above expectations for 7 students. The school is SPEA compliant.
- There has been a focus by the school on improving MAP scores. Teachers have been trained on how to include MAP skills in their planning for lessons. Students are directed to the Khan academy and IXL for skills practice. Weekly warm up practice questions are now included in lessons and MAP type questions are set for homework. Teachers follow the SPEA training for TIMSS assessments and train selected students in Grades 4 and 8 on the skills required.
- Teachers meet with students to discuss their results and set improvement targets. Students are now better motivated to engage with the assessments as they are now 10% of their score record.
- Parents are informed of the results and encouraged to be supportive of MAP and other benchmarking assessments. If scores are low parents are advised of learning plans which are put in place to help the students to improve.

### Provision for KG

- There are 9 classrooms in Phase 1 with 12 teachers, 9 classroom assistants and currently 162 children on roll. The teacher to child ratio is approximately 1:13. Each class is assigned a class teacher who teaches the subjects across the curriculum in English. Pre KG children are accommodated in one classroom, are well supported and make good progress as they begin their learning journey.

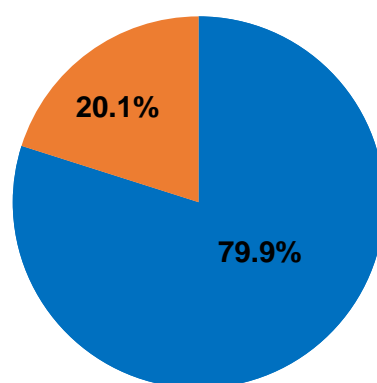


- The indoor learning environment comprises 9 classrooms. These include multiple learning centres resourced with play equipment such as manipulatives, art and writing materials. There is also a small library, a canteen and a large activity area. This area is used for playtimes, assemblies and PE and includes fixed climbing equipment. There is also a small, fenced play area resourced with creative and construction materials.
- The outdoor learning environment includes a small, shaded area with a sandpit and play equipment. This area is only used occasionally.
- KG teachers support transition through alignment of the curriculum and by sharing information about attainment and progress. Children do not meet their new teachers or visit new classrooms prior to starting in Grade 1.

## VIEWS OF PARENTS

### Satisfied with the Quality of Education my Child is Receiving at the School

No. of Responses = 139



■ Strongly Agree / Agree  
■ Strongly Disagree / Disagree

## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve the overall quality of teaching and learning by:
  - understanding the impact of teaching on students' learning, particularly in Phases 2 and 3.
  - planning and delivering lessons which motivate and engage all students, including G&T.
  - using questioning to challenge students' thinking, particularly the more able learners.
  - ensuring that teachers know why they are using particular best practice.
  - enabling the very best teachers to model lessons to their peers.
  - promoting students' critical thinking innovation and enterprise skills in lessons.



- reviewing and monitoring the impact of approaches to improve teaching and learning on students' achievement.
- Improve students' achievement the MAP growth assessments by:
  - ensuring that practice learning pathways are clearly correlated to specific growth measurement requirements.
  - providing systematic practice in vocabulary, grammar and language use in English.
  - providing intense practice in reading comprehension in English to benefit all assessment areas.
  - providing daily practice in mathematics and science skills with individual MAP targets for students by using a software application.



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

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

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

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