



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

PRIVATE SCHOOL OF SCIENTIFIC INNOVATION
17 to 20 February 2025

Overall
Effectiveness
Rating:
ACCEPTABLE

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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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

Judgements



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

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	386
	School location	Ibn Kathir Al Makki St, Al Rahmaniya Suburb, Shaghrafa 3, Sharjah.
	Establishment date	22 July 2020
	Language of instruction	English
	School Curriculum	National Curriculum for England (NCfE)
	Accreditation body	-
	Examination Board	Cambridge International Education
	External Assessments International and Curriculum Benchmark Assessments	Granada Learning (GL) progress tests Cognitive Abilities Test (CAT4) Trends in Mathematics and Science Study (TIMSS) International Benchmarking Test (IBT) Test of Arabic Language Arts (TALA) Programme for International Student Assessment (PISA) [from April 2025] Cambridge Centre for Evaluation and Monitoring (CEM)
	Fee Range	AED 31,200 to AED 56,000
Staff	Principal	Abdel Karim Amdouni
	Chair of board of governors	Taher Omar Al Hammadi
	Total number of teachers	57
	Total number of teaching assistants	14
	Turnover rate	55%
Students	Teacher: student ratio	1:9
	Total number of students	492
	Total number of students per cycle/phase	Phase1: 179 Phase 2: 180 Phase 3: 122 Phase 4: 11
	Phase 1: number and gender	Boys: 11 Girls: 19 Boys: 76 Girls: 73
	Phase 2: number and gender	Boys: 96 Girls: 84

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	Phase 3: number and gender	Boys: 72 Girls: 50
	Phase 4: number and gender	Boys: 9 Girls: 2
	Total number of Emirati students	333
	Pre-KG: Emirati number and gender	Boys: 9 Girls: 8 Boys: 61 Girls: 43
	Phase 1: Emirati number and gender	Boys: 61 Girls: 67
	Phase 2: Emirati number and gender	Boys: 51 Girls: 31
	Phase 3: Emirati number and gender	Boys: 2 Girls: 0
	Phase 4: Emirati number and gender	Boys: 0 Girls: 0
	Nationality groups (largest first)	1. Emirati
		2. Egyptian
	Total number of students with special educational needs	23



PROGRESS JOURNEY

Previous Review:	Current Review:
NO PREVIOUS REVIEW	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of reviewers' 104 lesson observations, 89 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the school's first review. The make-up of the school's staffing and student body has been volatile since the school's establishment in 2020. The current principal has been in post since the start of academic year 2024-2025. Staff at almost all levels are new this academic year. This includes the vice principals and heads of departments. During this period the student cohort has changed a great deal. Of the current students, 57% have joined the school recently. This has adversely affected overall achievement in GL progress tests and TALA. Students' personal and social development is good. Their understanding of Islamic values and the UAE's culture is good. Arrangements for child protection and safeguarding are good. Leadership and management of the school, its self-evaluation, partnerships with parents and its governance are acceptable.

KEY AREAS OF STRENGTH:

- Students' progress in Islamic education in Phase 1.
- Students' progress in English, mathematics and science in Phases 1 and 3 and other subjects across all phases.
- Students' positive relationships and attitudes to learning.
- Students' appreciation of the role and values of Islam in UAE society.
- The arrangements for child protection and for ensuring health and safety.

KEY AREAS FOR IMPROVEMENT:

- Students' attainment in international benchmarking examinations.
- Students' attainment and progress in Arabic-speaking subjects and Phase 2.
- The quality of teaching, learning and assessment so that it reaches the next level.
- The capacity of middle leaders to be accountable for and to improve standards in their area of responsibility.
- Governors' systematic monitoring of the school's leadership.

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MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.

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

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Islamic Education

- Students' achievement in Islamic education is acceptable overall. The school's internal assessment data indicates very good progress across the school. In lessons and in their recent work, most students in Phase 1 make better than the expected progress while students in Phases 2 and 3 make expected progress over time.
- Internal assessment data results indicate very good attainment in Phases 1, 2 and 3. This does not match with what is seen in lessons and in students' recent work, where most are in line with the curriculum expectations. There is no external assessment data for this subject.
- In Phases 2 and 3, most students demonstrate a knowledge and appreciation of Islamic principles and values. Across all phases they know the effect of manners on most, although not all, people's lives. In Phase 1, students demonstrate a clear knowledge of the five Pillars of Islam. In Phase 2, students show an understanding of the virtues of a Muslim and differentiate between good and bad qualities. They demonstrate a clear understanding of the prerequisites of prayer. In Phase 3, students discuss the virtues of a devout believer and the impact of their behaviour on society. They explore the key achievements of Al-Imam Malik Ibn Anas and acknowledge the impact of Maliki jurisprudence on the Islamic world. Their understanding of social solidarity in the life of a Muslim is not strong, The ability to interpret the Noble Hadeeth is still developing in Phases 2 and 3. Across all phases, students' recitation skills, following Tajweed rules, are well-developed.
- Overall, the majority of the different groups of students make the expected progress.

Areas of Strength

- Students' knowledge of the Pillars of Islam in Phase 1.
- Students' understanding of the impact of devout believers in Phase 3.

Areas for Improvement

- Students' understanding of how manners affect people's lives, across all phases.
- Students' understanding of social solidarity in the life of a Muslim in Phase 3.
- Students' interpretation of the Noble Hadeeth across Phases 2 and 3.



Arabic

- Students' achievement in Arabic is acceptable overall. The school's internal assessment data shows that students make very good progress across the school. This does not match with what is seen in lessons and in students' work, where most students make expected progress over time, in Arabic as a First (AFL) and as a Second (ASL) Language across all phases.
- The school's internal assessment data shows that attainment is very good across the school. TALA assessment data for AFL in Phases 2 and 3 shows attainment is above the national expectations. In lessons and in students' recent work, most of students demonstrate levels of attainment that are in line with curriculum expectations.
- Students make acceptable progress. Students' listening and comprehension skills are developed. In Phase 1, children identify letters with short and long sounds, determine their positions in words, and form simple sentences. A minority of students rely on the teacher to support them with reading and writing words and simple sentences. In Phase 2, students can identify the elements of a story and sequence the events correctly. In Phase 2 ASL, most students can read and understand expressions and sentences related to school transportation. In Phase 3 students develop skills in reading and writing. They can organise events in a story by applying flashback or foreshadowing techniques. They confidently analyse stories. Students do not always speak in standard Arabic across the school. Students' reading and writing skills are less well-developed in Phases 1 and 2.
- Overall, the majority of the different groups of students make the expected progress.

Areas of Strength

- Children's articulation of letters with short and long sounds in Phase 1.
- Students' reading and writing skills in Phase 3.

Areas for Improvement

- Students' use of standard Arabic across the phases.
- Students' reading skills in Phases 1 and 2.
- Students' writing skills in Phases 1 and 2.



Social Studies

- Students' achievement in social studies is acceptable overall. The school's internal data shows that students make very good progress across the school. This does not match with what is seen in lessons and in students' work, where the majority of students make the expected progress over time in Phases 2 and 3.
- The school's internal assessment data shows that attainment is very good in Phases 2 and 3. This does not match with what is seen in lessons and in students' work, where attainment is acceptable across all phases. There is no external data for social studies.
- Students make acceptable progress overall. They demonstrate an understanding of the UAE's culture and traditions. In Phase 2, students understand the causes of pollution. They know the types of pollution and its impact on people, animals and plants. Only a minority of students are aware of environmental sustainability. Their ability to suggest solutions to promote sustainability are rudimentary. In Phase 3, students explore the natural features of the UAE and identify the different types of plains. Students can discuss the biography of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) and his achievements. They recognise the main environmental sports practised by H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP). Students' skills in mapping with accuracy are less well developed in Phase 3.
- Overall, most groups of students make expected progress.

Areas of Strength

- Students' understanding pollution in Phase 2.
- Students' knowledge of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) in Phase 3.

Areas for Improvement

- Students' awareness of environmental sustainability in Phase 2.
- Students' ability to suggest solutions to promote sustainability in Phase 2.
- Students' mapping skills in Phase 3.



English

- Students' achievement in English is acceptable overall. In Phases 1 and 3 it is good and acceptable in Phase 2. The school's internal data shows that all students make good progress. This was not observed in Phase 2 lessons and students' work where the majority of students make expected progress over time.
- The school's internal data for attainment is good for Phase 1 and ranges from weak to outstanding for Phase 2. It ranges from acceptable to outstanding in Phase 3. This does not match with what was seen in lessons and student's work which show that students' attainment is acceptable across the school. Students' overall performance in the 2024 GL progress tests is weak. This data is historical and so does not include the 57% of students new to the school.
- In Phase 1, children begin to develop an understanding of phonics. They can map letters to the sounds that they make and blend them to form words. They can write a number of sight words independently. Their oral language improves through a range of listening and speaking activities. In Phase 2, students develop their reading and writing skills and expand their vocabulary. They can read and write sentences independently and they begin to create and write their own stories. Their speaking and listening skills continue to develop through active learning, role play and presentations to their peers. They collaborate well and share ideas with other students. They do not spend enough time developing their spelling and writing skills or in writing at length. Students in Phase 3 acquire higher order literacy skills that can support them in other subject areas. They read books independently. They learn how to analyse the features of different kinds of texts. and they start to extend their writing skills with longer stories and essays. By Year 10 students take part in debates. They do not research and then present sufficient facts to make challenges during these debates.
- A majority of groups of students make expected progress or better.

Areas of Strength

- Students' ability to map sounds to letters in Phase 1.
- Students' oral listening and speaking skills in all phases.

Areas for Improvement

- Students' spelling in Phase 2.
- Students' extended writing skills in Phase 2.
- Students' ability to research to support their making challenges in debates in Phase 3.



Mathematics

- Students' achievement in mathematics is acceptable overall. Most students in Phase 2 make progress in line with expectations, and the majority in Phase 1 and Phase 3 make better than expected progress over time. In lessons and in students' work the majority of students across Phases 1 and 3 attain levels that are above curriculum standards.
- The school's internal data is very good overall. It is outstanding in Phase 1. It is weak in Years 9 and 10. This does not match what is seen in lessons and in students' work where most students attain curriculum standards. Results in the externally assessed GL progress tests for Years 4 to 9 are weak overall. They are acceptable in Years 8 and 9. This data is historical and does not include the 57% of students new to the school.
- The majority of students demonstrate good progress. In Phase 1, children in the early years foundation stage (EYFS) can count beyond 20, compare quantities up to 10, and identify larger and smaller amounts. They know some number patterns. They can use manipulatives and stack blocks to make varying numbers. They can explore the number 15 and know it is made up of 10 and 5. They cannot always use manipulatives accurately when counting. In Phase 2 students can write a fraction about how many students are absent in the class. They know what the numerator and denominator is and know parts of the whole when a pizza is divided amongst friends. Although they can identify and name the properties of 3 dimensional (3D) objects. they cannot apply this knowledge to real life situations. In Phase 3, students know that UAE city planning roundabouts and road networks involve polygons and know that engineers use exterior angles to ensure smooth traffic flows at intersections. In Phase 3 students know how to calculate interior and exterior angles. They can apply a formula to calculate the interior angles of a polygon. Across all phases, students struggle to use mental mathematics accurately
- Overall, the majority of groups of students make the expected progress.

Areas of Strength

- Students' counting skills in Phase 1.
- Students problem-solving skills with polygons in Phase 3.

Areas for Improvement

- Students' use of manipulatives in Phase 1.
- Students' application of 3D shapes Phase 2.
- Students' accuracy in when using mental mathematics across all phases.



Science

- Student's achievement in science is acceptable. Most in Phase 2 make progress in line with expectations, and the majority in Phases 1 and 3 make better than expected progress over time. As confirmed by students' work in lessons and in their books.
- The school's internal assessment data show very good attainment in Phases 1 and 2, and weak attainment in Phase 3. GL progress test results indicate weak performance in Phases 2 and 3. This data is historical and does not include the 57% of students new to the school. Students across the school attain in line with curriculum standards, confirmed during lessons and by work seen in students' books.
- In EYFS, a majority of children make better than expected progress in lessons and in their work. Children compare farm animals and in FS2 learn about ocean animals and suggest ways to protect them such as simulating beach cleaning. In Year 1, students discuss ways to protect the earth by reducing, recycling and reusing. In year 2, students focus on the uses of electricity, while Year 6 students investigate electric circuits and how light intensity changes with battery capacity. In Year 3, students experiment with magnets to observe attraction and repulsion and learn how the size and shape of a magnet impacts the strength, learning how magnets help sailors find direction. Girls in Year 8 study light refraction and how it varies with different mediums. In Year 10, students discuss the importance of a balanced diet, research the causes of scurvy and rickets, and demonstrate their understanding by creating infographics and designing balanced diet posters. Generally, students across all phases make connections with real life and the UAE. Students' skills in using relevant scientific vocabulary in Phase 2 are less well developed. Students in Phase 3 lack practical and laboratory skills. They do not engage sufficiently in scientific thinking or enquiry.
- Overall, most groups of students make expected progress from their starting points.

Areas of Strength

- Children's understanding of life sciences in Phase 1.
- Students' ability to make connections between their science studies and real life across all phases.

Areas for Improvement

- Students' use of scientific vocabulary in Phase 2.
- Students' engagement with scientific thinking, and enquiry in Phase 3.
- Students' laboratory skills in Phase 3.



Other subjects

- Students' achievements in other subjects are good overall. They are good in physical education (PE), art and information and communications technology (ICT). In lessons and in their work the majority of students make good progress across all phases.
- There is no internal assessment for other subjects. There is no external assessment data for other subjects. Lessons and work seen in students' books confirm that a majority of students attain above curriculum standards, across the school.
- The majority of students make good progress. In PE, children in Phase 1 know how to run in a straight line and can complete a circuit around the gym without stopping. They know how to bounce and pass a ball. In Phase 2, students know how to perform a chest and overhead pass in basketball. They know the importance of accurately passing to members of their team to avoid the ball being intercepted. They do not know how to use their body for strength passes. In ICT, students in Phase 3 know how to design and build an automated plant watering system using robotic kits. They understand how sensors and automation interact in environmental sustainability. Students know about internet safety and how security risks can affect their personal information. They can link the importance of honesty and security with ethical culture. They know the concepts of phishing, smishing and vishing. In Phase 1 students can solve a simple addition problem to complete their Arabic artwork. They can use crayons to block shade with accurate number matching. Students in Phase 2 develop talents and skills in making pencil sketches well. Phase 3 students, know about the movements in art associated with painters such as Pablo Picasso and Van Gough and do sketches of their paintings. They do not know the importance of balancing proportions of colour with background shading.
- Overall, most groups of students make better than expected progress.

Areas of Strength

- Students' PE skills across all phases.
- Students' talents and skills in making pencil sketches in Phase 2.

Areas for Improvement

- Students' understanding of how to use body strength when passing a ball in basketball in Phase 2.



Learning Skills

- Students' learning skills are good in Phases 1 and 3 and acceptable in Phase 2. Most students enjoy school and engage in lessons. They have positive attitudes to learning and try to do their best. They are attentive and listen to their teacher. A majority can work productively with their peers in small group activities. This only works properly when they fully understand how to work together and have been assigned a role in the group. Students take increasing responsibility for their own learning as they progress through the school.
- In Phase 1, children work alongside each other, engaged in learning through a variety of strategies. In Year 5, students learn skimming and scanning techniques for extracting the main ideas and key information when reading a text. Those in Year 10 can quote pertinent evidence from a passage to support their argument in a debate.
- Cross-curricular links and references to Emirati culture and life in the UAE which would enhance their learning are often absent from lessons. Students can relate their learning to their own life and to the world. Many students can see a connection between areas of learning, and children in Phase 1 often need the connection clearly highlighted.
- Students who bring their own digital devices to school show that they can use learning technologies effectively. They can do basic research and engage with educational platforms which support their learning. Not all students have regular access to such technology to help them in their learning. Critical thinking and problem-solving skills are underdeveloped features of learning in some subjects.

Areas of Strength

- Students' positive engagement with learning across all phases.
- Students' increasing responsibility for their own learning as they move through the school.

Areas for Improvement

- Students' readiness to engage consistently and effectively in collaborative learning across all phases.
- Cross-curricular links and references to Emirati culture across all phases.
- Students' access to digital technology to ensure equal learning opportunities across the school.



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
Personal development	Good	Good	Good	N/A

- Students' personal and social development are good overall across all phases. Students demonstrate, mature and responsible attitudes, maintaining a focus on their learning. The majority are independent and receptive to constructive feedback. Students demonstrate self-discipline in lessons, assemblies and around the school. They adhere to rules and procedures both in and out of the classroom. Incidents of bullying are rare. Students participate in external workshops on cyberbullying in collaboration with the community police.
- The relationships between students and their peers and with staff are respectful and cordial. Students contribute effectively to discussions and demonstrate their understanding of others' points of view. Students manifest independence, work collaboratively in groups and support each other effectively. Students' have a good knowledge and understanding of safe and healthy living. The majority make healthy choices when selecting what to eat. They sometimes make informed choices about their health and safety.
- Students' attendance at 95% is good. Whilst they generally get to school on time, those who come by car are often late for assemblies.

Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	N/A
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- Students have a clear appreciation and understanding of Islamic values and how they influence life in society. They recite verses of the Holy Qur'an in assemblies and celebrate Islamic events such as the festivals of Eid. They take part in external Holy Qur'an competitions.
- Students are knowledgeable and respectful of the heritage and culture of the UAE. They participate in numerous cultural events including National Day and Flag Day. They take an enthusiastic part in activities such as the 'Tarahom' Campaign- for Gaza' and in charity marathons.



- Students' understanding, awareness and appreciation of their own and other cultures are developing. They participate in cultural and culinary activities such as 'Dukkan Al-Freej. Students show their appreciation of traditional costumes and the cultures of different countries when they participate in International Day.

Social responsibility and innovation skills

Good

Good

Good

N/A

- Students show a positive work ethic and enjoy learning. They are respectful and considerate towards others in the community. They regularly act as volunteers for activities that benefit the school and the wider communities. In collaboration with the Red Crescent, they visited Al Bataeh Park and distributed blankets to the workers. They visited the Sharjah City for Humanitarian Services for the Deaf Division.
- Students enjoy participating in projects. Their skills in innovation and enterprise are well developed. They can be creative at times and enjoy their work. They actively participate in exhibitions such as those showcasing innovation and competitions in areas such as calligraphy. They recently designed a device to record students' attendance in class and visited Sharjah Space Centre.
- Students look after their immediate school environment and are aware of current environmental concerns. They participate in a range of activities concerning sustainability. As part of the 'Leave a good impact' campaign, they visited the desert with the Red Crescent. Students planted trees and flowers in the school garden and gave each plant the name of the student who planted it.

Areas of Strength:

- Students' preference for choosing healthy food over unhealthy options.
- Students' innovation and enterprise skills.

Areas for Improvement:

- The late arrival at assemblies of students who come to school by car.
- Students' awareness and appreciation of their own and other cultures.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Good	Acceptable	Acceptable	N/A

- The overall quality of teaching for effective learning and assessment is acceptable. Teaching is good in Phase 1. It remains acceptable in Phases 2 and 3. Most teachers have secure knowledge of their subject and understand how students learn. They employ a range of teaching strategies, including pair work, class discussions and hands-on learning. Lesson planning is detailed and based on the outcomes of assessing students. It follows the 4E lesson structure (engage, explore, express, evaluate). Teachers generally use time and resources effectively. They use digital resources productively in most lessons to present content. Students' use of technology across subjects is inconsistent. In the best science lessons, students use simulations to learn about the properties of states of matter and how the angle of incidence affects the angle of refraction.
- In Phase 1, teachers effectively use a variety of techniques to encourage thinking and children's responses. Across the phases, teacher-student interactions are productive in most lessons. They do not always lead to sustained dialogue and reflection, especially in mathematics and in Arabic in Phase 2. In the best science and English lessons in Year 10, teachers make full use of students' responses to deepen their learning and understanding.
- Teachers plan different learning activities to address the needs of all student groups, lesson planning reflects CAT4 results. They design challenging tasks to engage more capable learners and simplified tasks to support students with special educational needs (SEN). Teachers do not use individual education plans (IEPs) effectively to support individual students' progress.
- Teachers generally plan some critical thinking questions into lessons. The implementation of these is not consistent. There is variable opportunities for innovation, problem-solving and independent learning across the phases.

Assessment	Acceptable	Acceptable	Acceptable	N/A
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- Internal assessment processes provide comprehensive information on students' attainment and social development. Phase 1 assessments are directly linked to the EYFS curriculum and aligned to the early learning goals. Assessments are ongoing and based on observations,

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rotational play and group activities. In Phase 2, foundation assessments are now in place. The 'RAZ Kids' reading scheme, and the 'Floppy' phonics programme have had an impact on results in baseline Cambridge standard assessments. A diagnostic assessment was recently introduced to identify students' gaps in language and reading. Depth of knowledge (DoK) assessments in science and mathematics target the level of understanding students need to answer examination style questions. This work is still developing. The school uses a range of external examinations that meet the UAE's priorities, including CAT 4, TIMMS, TALA and GL progress tests. The school has a dedicated examinations officer who analyses and presents the data for subjects' heads.

- Heads of departments analyse data and provide skills tracking for English, mathematics and science. This has recently extended to subjects taught in Arabic. Most teachers now use data in planning their lessons. Aligning this data accurately with meeting the needs of all students is still developing. Although teachers support and challenge most students, they do not always target gifted and talented (G&T) students. The tracking of assessment data does not always lead to effective adaptations to lesson planning. The school knows the gap between internal and external assessments and knows that the results of GL progress tests do not align with students currently attending the school.
- Most teachers provide verbal and written feedback. Most also encourage peer and self-evaluation although the school knows these practices currently lack impact.

Areas of Strength:

- The internal assessment processes.

Areas for Improvement:

- Teachers' preparation of students for external benchmarking assessments.
- Teachers' use of assessment data in planning lessons to meet the needs of G&T students.
- The effectiveness of peer and self-evaluation.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Acceptable	Acceptable	N/A

- Overall curriculum design and implementation are acceptable. Curriculum design is good in Phase 1. The curriculum has a clear rationale that meets the statutory requirements of the NCfE and Ministry of Education (MOE) curriculums. It is closely aligned with the school's vision and mission. The curriculum is broad and reasonably balanced, covering subjects such as PE, art and ICT, also offering clubs to meet student's interests and aspirations. Students are well prepared for the next stages of learning through rigorous transition and bridge programmes.
- The school maintains continuity and progression across grades and phases, ensuring the curriculum builds on prior learning and aligns with early learning goals. Vertical progression supports seamless development across grades. Cross-curricular links are well-planned and effectively applied in EYFS. They enable students to transfer knowledge across the seven areas of learning. Across Phases 2 and 3, the implementation of cross-curricular links is inconsistent across subjects. In the best mathematics and science lessons, students make connections to the UAE and real-life contexts.
- The curriculum is periodically reviewed and adjusted based on the analysis of skill trackers. Recent changes include the introduction of 'Floppy' phonics, the inclusion of reasoning-based questions, case studies, DOK, and reading graphs detailing assessment results.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	N/A
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- The curriculum is adapted to meet the needs of all student groups. Most lesson planning includes different tasks to cater for 3 different ability levels. They also include simplified tasks for students with SEN and additional challenges for able learners. Students with SEN receive support from teaching assistants. This support is narrowly focused on their general needs and helping them complete tasks. G&T students are not sufficiently challenged during lessons to engage their abilities fully and allow them to meet their potential.
- The curriculum promotes innovation through an integrated ICT programme. This includes robotics and computer programming. Phase 1 students participate in project-based learning (PBL) to expand opportunities for creativity and innovation. Students in Phases 2 and 3 take

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part in science, technology, engineering and mathematics (STEM) projects and robotics to enhance their creativity. Examples of this include a humidity and temperature sensor created to measure plant growth. Innovation and enterprise are not yet fully embedded in lessons or the teaching and learning process.

- The curriculum offers numerous opportunities to appreciate Emirati culture and Islamic values, including activities such as Qur'an recitation competitions, the Arabic reading challenge, links to the culture and heritage of the UAE in lessons, and celebrations of the UAE's Flag Day, H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) Day and National Day.

Areas of Strength:

- The integration of cross-curricular links with 7 areas of learning in Phase 1.
- The curriculum coverage of Emirati culture and UAE society.

Areas for Improvement:

- Cross-curricular links across subjects in Phases 2 and 3.
- The curriculum focus on meeting the needs of G&T students.
- Curriculum opportunities to enhance students' innovation and enterprise skills.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	N/A
<ul style="list-style-type: none">The school's rigorous child protection and safeguarding procedures are communicated clearly. As a result, staff and parents understand them. A range of practices and policies effectively promote the systems which safeguard students. Oversight rests with the designated safeguard team and the safety officer. Concerns regarding students' wellbeing are reported to the school counsellors and the named child protection officer. The school strives to protect students from all forms of abuse, including bullying. Detailed reporting and recording procedures are in place.The school provides a clean and secure learning environment. Arrangements to keep all students safe and healthy are in place. Supervision of students is effective, including on school transport. The safety officer and the team carry out maintenance checks bi-weekly. Staff and students know and practise routines for fire drills and procedures for emergencies including evacuation. The school keeps accurate and secure records of incidents and subsequent actions. Closed-circuit television cameras provide constant supervision. The school's premises and extensive facilities are a safe environment which meet students' learning needs. Buildings are well-maintained and cleaned regularly. Completed records of maintenance and, incidents requiring subsequent actions, are kept securely. The buildings and its upper floors are easily accessible using ramps and lifts.The school's promotion of safe and healthy living is successful. The school's clinic staff collaborate with class teachers to promote good hygiene, medical care and a healthy lifestyle including regular exercise. PE classes and sporting activities support physical fitness. The carpark to the front of the school has become a minor risk as many students arrive and leave the school by car.				
Care and support	Good	Good	Good	N/A



- Students are consistently well-behaved. They take responsibility for their actions from an early age. Mutual respect and trust characterise the interactions between teachers and students. They contribute to the school's positive learning atmosphere. Systems and procedures for managing and promoting behaviour are effective.
- The monitoring and management of attendance and punctuality are effective and result in high rates of attendance. Students are punctual to lessons. Too many students who arrive by car are late to school. Unauthorised absences are followed up efficiently.
- The school has systems in place to identify students who are not progressing or achieving as expected. Students with more serious needs are referred to clinics for assessment. Students who are identified as having problems learning may receive an IEP. They may attend support lessons with the SEN co-ordinator or attend intervention lessons. The school does not have access to school-based assessment tools which can improve the identification of individual barriers to learning. As a result, learning support tends to be generic.
- The school uses CAT4 and school assessment data to identify students with high potential who may be gifted academically. Teachers refer students who have specific talents in areas such as PE, writing and art. These more able students receive an advanced learning plan to support them in utilising their gifts and talents
- The wellbeing and personal development of all students are routinely monitored. A school-wide counselling service provides personal guidance and support for all students.

Areas of Strength:

- The systems to ensure a secure and safe learning environment.
- The systems to support the positive learning atmosphere and the good behaviour of students.

Areas for Improvement:

- The identification of individual student's barriers to learning through school-based assessment tools.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

- Leadership and management are acceptable overall. Leadership at all levels is guided by a newly appointed principal. Changes in senior leadership and middle leaders have resulted in changes to the direction of the school. The school's vision is now to provide an innovative learning experience that supports the overall development of students in the UAE. This initiative is founded on the pillars of achieving academic excellence, fostering STEM skills, promoting Islamic values, and enhancing cross-cultural understanding. Senior leaders are committed to inclusion and promoting the UAE's national priorities. The school reopened in 2022 and includes representatives from over fifty nationalities. Since reopening 57% of students and 49% of staff are new. Professional relationships are still developing, and moral is generally positive. Staff turnover remains high at 55%. The principal is yet to devolve responsibility and accountability to senior and middle leaders. All communication is through the principal which is unsustainable.
- Most leaders demonstrate a basic knowledge of the NCfE, EYFS and MoE curriculum. They know the best practices in teaching learning and assessment. The school is developing best practices in the EYFS curriculum through personalised learning, targeting children's personal, social and emotional development. The principal understands the UAE School Inspection framework and its role in driving improvement. The school knows the importance of understanding data and knows that its external data is historical and does not reflect its new students. For example, TIMSS results for mathematics and science indicate an upward trend for Grades 4 and 8. A large proportion of these students are no longer in the school.

Self-evaluation and improvement planning

Acceptable

- The current self-evaluation form (SEF) was developed before many current members of the leadership team and governors were in post. Most middle leaders were not involved in formulating the self-evaluation judgments and were not aware of the process. The SEF used both external and internal data which does not represent the performance of the present cohort of students. The school is unrealistic about its current strengths and areas for improvement and has been over-generous with self-evaluation judgements throughout. The SEF does not contain judgements in the other subject and Arabic provision in Phase 1. The school has



identified its key priorities, focusing on optimising staff utilisation and promoting continuous professional development. Additionally, it is committed to reviewing both its internal and external assessments. Of the current teaching staff, 9% are working towards their teaching license. The monitoring of teaching and learning does not adequately focus on students' achievement.

Partnerships with parents and the community

Acceptable

- The school engages parents in their children's learning. Parents like the school's skills-based approach to the NCFE curriculum. They can see their child's skills increase. Parents' requests for better communications with the school have now been addressed using digital messaging platforms. The principal acted on complaints from parents about poor communication with teachers. Parents now feel that leaders and teachers are now readily available to hear their concerns. Whilst the school tried to help parents understand external assessment by providing workshops, few attended. The parents' council is aware that parents may not always express their views openly. Many parents do not complete surveys of parental views. This restricts the feedback available to the school. Parents are unaware of the school's decision to change the curriculum and appear unconcerned.
- The school has a small number of contacts with the local and international community. The school is part of Al Mawahib Educational Group, which comprises four schools. Students from another of the group's schools transfer to this school. The school takes part in interschool competitions. The school works in partnership with a local university for teacher placements. It takes part with other schools in interschool competitions. The contacts have minimal impact on students' academic and social development.

Governance

Acceptable

- The governing body is newly formed. It has met twice since the chair was appointed. It includes representatives from the school's owners, the parents' council, and a student. It lacks a representative with a strong educational background. The chair of governors is aware of the school's current progress towards achieving a good review-rating. The chair was not involved in the self-evaluation process. They are aware that the SEF did not align correctly with the school's actual position and was overly ambitious given the school's starting points. The chair knows that the school has some way to go to reach a rating of 'good'. There are plans to support the school and provide targets that make the principal and senior leaders more accountable. The chair is aware that senior and middle leaders have been working in isolation from any external accountability.



Management, staffing, facilities and resources	Good
<ul style="list-style-type: none">The school's day-to day management is efficient. Everyone follows well-organised routines. This has a positive impact on students' wellbeing and fosters their independence. The school has sufficient staff. There are teaching assistants, who at present mostly organise resources, their role is in development. When teaching assistants actively collaborate with teachers, the impact on children's learning is positive. The school can accommodate over 2,000 students. It has a three-year plan for expansion and to move to a US curriculum. The school is well supplied with resources for teaching and learning. It has heavily invested in STEM and robotics to support innovation. The school premises houses a nursery for the local community.	
Areas of Strength:	
<ul style="list-style-type: none">Leaders' efficient management of day-to-day operations.Leaders' provision of resources to support teaching and learning.	
Areas for Improvement:	
<ul style="list-style-type: none">The rigour of the school's self-evaluation processes and the involvement of all stakeholders.Governors' role in systematically monitoring school leadership.The transfer of responsibility and accountability to senior and middle leaders from the principal.	



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 8 teachers of Arabic. The teacher: student ratio is 1:61. The school library houses 970 books in Arabic. Of these, 341 are fiction and 406 non-fiction titles. The remainder are textbooks and reference works.
- Students across the school have scheduled weekly library sessions. They are encouraged to visit the library during break times to engage in guided reading sessions. Students are encouraged to read. The use of digital platforms provides further motivation for students to read in Arabic.
- Reading is supported through extra-curricular activities such as internal and external competitions and initiatives. Students write plays and film videos in Arabic to spread awareness about disease. Parents are urged to help their children's Arabic learning by joining in with school activities such as open days, educational classes and workshops, and through meetings with teachers.

The school's use of external benchmarking data

- The proportion of students in the school taking international tests and examinations in 2023-2024 is as follows: CAT 4 in Years 4, 6, 8 and 10 with 44, 36, 34 and 7 students respectively; TALA in Years 4, 6, 8 and 10 with 44, 36, 31, and 3 students respectively, including all Arab students from Years 4, 6, 8 and 10 and all non-Arab students from Years 4 to 10; IBT Arabic B in Years 4, 5, 7, 8, 9 and 10 with 3, 5, 1, 2, 3, 2, 5 students respectively; GL Progress Tests 2023-24 in Years 4, 5, 6, 7, 8, 9 and 10 with 28, 23, 21, 16, 16, 10, 9 students respectively; BASE in FS2 and Year 1 with 87 and 63 students respectively; Cambridge Primary Insights in Year 2 with 50 students; and TIMSS 2022 in Years 4, 5, 8 and 9 with 23 students in total.
- The school uses data from previous assessments, curriculum changes, mock examinations and practice tests. Parents are notified through online messaging applications approximately 10 days before each assessment.
- Parents receive reports which inform them of the results of international tests.
- The analysis of CAT4 data is shared with the parents' council and the school governing board.

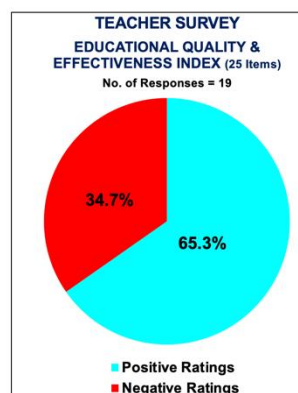
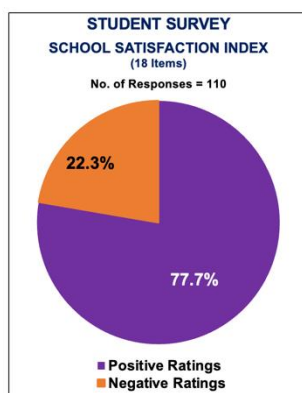
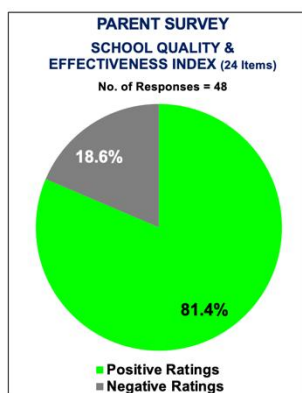
Provision for KG

- EYFS staffing consists of 17 teachers, 14 teaching assistants, a cleaner, and 4 shadow teachers. The ratio of teachers to children 1:11.
- Indoor classrooms include designated learning areas for reading, role-play and sensory play. The furniture, materials, and resources are suitable for children. Hands-on learning materials include puzzles, manipulatives, and phonics resources. All displays feature children's work and highlight learning themes.



- The outdoor environment has a play area with age-appropriate equipment, including a sandpit and a water play area. There are areas for both structured and free play. Nature-based learning areas include planting corners, and sensory gardens. There are specific areas for mark-making, construction games, and obstacle courses.
- Arrangements for induction and transition to EYFS and Year 1 include welcome sessions for children new to the school and their parents. This enables them to become familiar with the environment. A gradual settling-in period is included. A buddy system helps children feel comfortable and to make friends. During workshops for parents, staff explain EYFS learning and routines.

VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' attainment in international benchmarking examinations by:
 - using examination style questions systematically during lessons.
 - providing teachers' feedback that moves the learner to the next level of thinking.
 - planning extended writing themes so that students can be innovative and creative.
- Improve students' attainment and progress in Arabic-speaking subjects particularly in Phase 2 by:
 - knowing and building upon the baseline starting points of all students.
 - planning lessons to include all the language skills.
 - providing opportunities for peer and self-reflection.
 - incorporating extended writing tasks into lessons.
- Improve the quality of teaching, learning and assessment to the next level by:
 - ensuring teachers understand what accurate levels of challenge looks like in lessons.
 - ensuring teachers know what constitutes good learning and teaching.
 - planning effective use of self and peer assessment.
 - ensuring all students remain engaged in their tasks.
- Improve middle leaders' capacity to be more accountable for improving standards by:
 - linking students' achievement with the quality of teaching during lesson observations.
 - setting challenging and measurable improvement priorities.
 - building their confidence to undertake lesson observations.
- Improve governors' systematic monitoring of the leadership of the school by:
 - deploying individual governors to be responsible for each part of the UAE Inspection framework.
 - ensuring they regularly meet and carry out learning walks with school leaders.
 - setting and monitoring accountability targets for the principal and senior leaders.
 - interrogating data to inform and set areas for improvement and raising standards.



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.