



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)

EMIRATES NATIONAL SCHOOL

25 to 28 November 2024



إتقان ITQAN

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 Students' 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
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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	171
	School location	Al Nekhailat
	Establishment date	03/02/1980
	Language of instruction	English
	School Curriculum	Indian
	Accreditation body	Central Board for Secondary Education (CBSE)
	Examination Board	CBSE
	External Assessments International and Curriculum Benchmark Assessments	Assessment of Scholastic Skills through Educational Testing (ASSET) Central Board for Secondary (CBSE) Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS) Cognitive Abilities Test (CAT4)
Staff	Fee Range	AED 4,000 to AED 7,600
	Principal	Susan John
	Chair of board of governors	Ravi Thomas
	Total number of teachers	173
	Total number of teaching assistants	16
Students	Turnover rate	5.2%
	Teacher: student ratio	1: 17
	Total number of students	2,990
	Total number of students per cycle/phase	Phase 1: 404 Phase 2: 1202 Phase 3: 701 Phase 4: 683
	Pre-KG: number and gender	Boys: 0 Girls: 0 Boys: 218 Girls: 186
	KG: number and gender	
	Primary: number and gender	Boys: 618 Girls: 584
	Middle: number and gender	Boys: 354 Girls: 347
	Secondary: number and gender	Boys: 343 Girls: 340
	Total number of Emirati students	0
	Pre-KG: Emirati number and gender	Boys: N/A Girls: N/A



	KG: number and gender	Boys: N/A	Girls: N/A
	Primary: Emirati number and gender	Boys: N/A	Girls: N/A
	Middle: Emirati number and gender	Boys: N/A	Girls: N/A
	Secondary: Emirati number and gender	Boys: N/A	Girls: N/A
	Nationality groups (largest first)	Indian	
		Nepalese	
	Total number of students with special educational needs	15	



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
GOOD	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 162 lesson observations, of which 83 were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is the same as the previous review. The school provides a safe, caring, inclusive, and respectful learning environment, enhancing students' achievement across all phases. Leadership has improved teaching quality, lesson planning, and the range of teaching strategies and approaches to engage students in learning, driving overall good progress in virtually all subjects and phases. The school's positive ethos promotes strong personal development among students. Partnerships with parents and the community have improved to very good and the governing board systematically monitors the school's performance and is now good.

KEY AREAS OF STRENGTH:

- Students' progress and attainment in virtually all subjects across all phases.
- Students' attitude, behaviour and positive relationships with others.
- The quality of teaching and learning enables students' overall good achievement.
- The effectiveness of health and safety, including child protection and safeguarding.
- The schools' strong involvement of parents and governors.

KEY AREAS FOR IMPROVEMENT:

- Students' progress and attainment in Arabic as a second language (ASL).
- The schools' more effective use of assessment data to inform teaching, curriculum development and modification.
- The identification and support for gifted and talented (G&T) students.
- The development of middle leaders' roles and responsibilities so that they have a sustained and measurable impact on the quality of teaching and students' outcomes.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

Indicators:		KG	Primary	Middle	Secondary
Islamic Education	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Arabic (as an additional Language)	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
Social Studies	Attainment	N/A	Very good	Good	N/A
	Progress	N/A	Very good	Good	N/A
English	Attainment	Good	Good	Good	Very good
	Progress	Good	Good	Good	Very good
Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
Learning Skills		Good	Good	Good	Good



Islamic Education

- Students' achievement in Islamic Education is good overall. In lessons and students' work, the majority of students make better than expected progress over time in Primary, Middle and Secondary and this matches the school's assessment data that shows good progress overall.
- Internal assessment data and lesson observations indicate that the majority of students attain above curriculum expectations.
- The majority of students make better than expected progress. In Primary, students know about the 5 pillars of Islam and the pillars of faith. They have deep knowledge of angels' attributes, names and their duties. They can recite short verses from the Holy Qur'an and explain the meanings in English. Students' application of Tajweed rules during recitation of the Holy Qur'an is underdeveloped. In Middle, students can recite verses from the Holy Qur'an, applying Tajweed rules in their recitations. In Grade 6, students can outline the causes that led to the Battle of Badr and summarise the details. Students in Secondary can read from the Holy Qur'an, accurately using recitation rules, and understanding the concept of Shura council and how it supports decision making at home or school. They demonstrate their understanding of the teachings of Prophet Muhammad (PBUH), his morals, values and lessons.
- All groups of students make similar rates of progress.

Areas of Strength

- Students' deep understanding of attributes and duties of the angels in Primary.
- Students' understanding of the teachings of Prophet Muhammad (PBUH), his morals, values and lessons in Secondary.

Areas for Improvement

- Students' application of Tajweed rules during the recitation of the Holy Qur'an in Primary.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic language as a second language (ASL) is acceptable overall. In lessons and students' work, most students in Primary and Middle make expected progress over time. This does not match the school's assessment data which shows good progress overall.Internal assessment data indicates that the majority of students attain above curriculum standards, which is not evident in lessons or in students' work, where most students attain in line with curriculum expectations. There is no external examination data in ASL.In Primary, in Grades 1 and 2, students know the alphabet, can distinguish the letter in words with proper pronunciation, creating their own simple sentences. Students' phonics skills in the lower grades of Primary are well developed. In Middle, most students can read short familiar texts and define meanings using simple vocabulary. Students' listening skills, speaking and reading fluency and comprehension skills are less well developed. In Middle, girls' linguistic skills are slightly better than the boys.All groups of students make similar rates of progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' phonics skills in lower grades of Primary.	<ul style="list-style-type: none">Students' linguistic skills and expanding their vocabularies, especially boys in Middle.Students' reading and comprehension skills in Middle.Students' listening skills and speaking fluency in Middle.



Social Studies

- Students' achievement in social studies is good overall. In lessons and students' work, a large majority of students in Primary and the majority of students in Middle make better than expected progress over time. This does not match the school's assessment data which shows very good progress overall.
- Internal assessment data indicates that the large majority of students attain above curriculum expectations. This is not evident in lessons or in students' work, where a large majority of students in Primary and the majority of students in Middle attain above curriculum expectations.
- In Primary students learn about natural features of the Earth's surface such as the desert environment, its animals, plants, and how organisms survive there. In Grade 3, students demonstrate their ability to distinguish between natural, human and capital resources and can identify key explorers and the places they discovered, understanding how exploration expanded global knowledge and influenced development. Students' knowledge of main economic principles is less developed. Students in Middle, demonstrate an understanding of the interrelationship between human societies and the surrounding physical environment. Students know the economic resources: their understanding of how the UAE effectively uses its diverse resources for investment is still developing.
- There is no significant variation in the rates of progress made by different groups of students.

Areas of Strength

- Students' ability to identify the natural features of the Earth's surface, such as deserts in Primary.
- Students' ability to distinguish between natural, human and capital resources in Primary.

Areas for Improvement

- Students' knowledge of main economic principles in Primary.
- Students' understanding of how the UAE effectively uses its diverse resources in Middle.



English	<ul style="list-style-type: none">Students' achievement in English is good overall. The school's internal data indicates very good progress in KG, Primary and Middle and outstanding progress in Secondary. This does not align with what is seen in lessons and students' work, where the majority of children in KG and students in Primary and Middle make better than expected progress and a large majority of students in Secondary make better than expected progress over time.The school's internal data indicates outstanding attainment in Secondary and very good attainment in the other phases. This does not match what is seen in lessons and students' work where the majority of children in KG, students in Primary and Middle attain above curriculum standards and a large majority of students attain above curriculum standards in Secondary. External CBSE results for Grades 10 and 12 indicate that standards are outstanding and external ASSET progress data indicates that attainment is very good across all phases. There is no external data for KG.Children in KG build their listening and speaking skills and develop their early reading skills and can identify letters, digraph sounds, match pictures to sight words and say the words in simple rhymes. Primary students progressively develop their reading skills which enhance their vocabulary and speaking skills. Students can read and comprehend short stories, describe the main characters, setting and events and create alternative endings. By the end of Primary, the majority are relatively fluent and articulate speakers. In Middle, students can identify the difference between past, present and future tenses, use of active and passive voice and create their own sentences to illustrate these. Secondary students frequently engage in debates and discussions about contemporary issues, often using sophisticated language to support their arguments. They understand how language devices and figures of speech, such as metaphors, similes, personification and imagery, are used in poetry to powerful effect. Students' workbooks, particularly Primary and Middle, contain few examples of writing for different audiences and purposes or extended and creative writing. Students do not always check their writing for accuracy.There is no significant variation in the rates of progress made by different groups of students. Girls and boys across all phases make similar rates of progress. Some lower attaining, and higher attaining students, including gifted and talented (G&T) students do not always make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' well-developed speaking, reading and comprehension skills across all phases. Students' confident engagement in discussions, particularly the sophisticated debating and presentation skills of students in Secondary. 	<ul style="list-style-type: none"> Students' skills in extended and creative writing in Primary and Middle. Students' knowledge, understanding and application of English writing conventions and techniques, including writing for different audiences and purposes in Primary and Middle. Students' routine checking of their writing for accuracy across the school.
Mathematics	<ul style="list-style-type: none"> Students' achievement in mathematics is good overall. The school's internal assessment data indicates good progress in KG and very good progress in other phases. The data aligns with what is seen in lessons and children's work in KG although not in lessons and in students' work in Primary, Middle and Secondary, where the majority of students make better than expected progress over time. Internal assessment data indicates good attainment in KG, Middle and Secondary, with very good attainment in Primary. This aligns with what is seen in lessons and students' work in KG, Middle and Secondary and not in Primary, where the majority of students attain above curriculum standards. ASSET external examinations show good results for Primary, acceptable for Middle and weak for Grade 9. CBSE results indicate good performance for Grade 10 and very good for Grade 12. In KG 1, children can read numbers up to 50 and they can use non-standard units to measure length. In KG 2, children identify shapes, add and subtract numbers in writing. In Primary, in the upper grades, students can find the perimeter of different polygons. In Middle, students apply their geometrical knowledge to solve real-life problems. They still require guidance from their teachers to connect mathematical concepts to justify their answers. In Secondary, students can solve problems related to progression and use linear programming to solve real-life cases. Their reasoning skills to interpret complex word problems are underdeveloped. <p>Overall, the majority of groups of students make better than expected progress. The progress of students with special educational needs (SEN) and higher-attaining students is variable across grades.</p>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' application of geometrical formulae to find perimeters of shapes in Primary. Students' ability to apply their mathematical knowledge to real-life situations in Middle. 	<ul style="list-style-type: none"> Students' ability to connect mathematical concepts to justify their answers, particularly in Middle. Students' reasoning skills to interpret complex word problems especially in Secondary.
Science	<ul style="list-style-type: none"> Students' achievement in science is good overall. In lessons and in their work, the majority of children and students across the school make better than expected progress over time from their starting points. This does not match the school's internal data which shows that the large majority of children in KG and students in Middle and Secondary make very good progress, while most students in Primary make outstanding progress. The majority of children and students in all phases attain above curriculum standards. This does not align with internal assessment data for Primary, Middle and Secondary, which shows that a large majority of students attain above curriculum standards. External ASSET data is available for Grades 3 to 9. This indicates that attainment is very good in Primary, good in Middle and weak in Grade 9. In Grade 10, external CBSE examinations attainment in science is very good, while in Grade 12, external CBSE results in physics, chemistry and biology are outstanding. In KG, children describe the changes that occur in the physical state of water and in the water cycle in nature. In Primary, students classify objects as transparent, translucent, or opaque based on their properties, and they also demonstrate an understanding of how light interacts with different materials. Their acquisition of scientific critical thinking, reasoning, and problem-solving skills are developing features. In Middle, students identify the types of mixtures and their properties, and they also apply separation methods based on their properties. Students' ability to conduct laboratory experiments following the scientific method in reporting results is underdeveloped across the school. In Secondary, students explain the concept of gender determination, by analysing chromosomal contributions from parents and applying it to solve genetic problems, adhering to the scientific method in their research and reporting. Overall, different groups of students make similar rates of progress from their starting points across all phases. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' knowledge and understanding of physical, life, Earth and space across all phases. Students' ability to explain scientific issues and draw conclusions adhering to the scientific method in Secondary. 	<ul style="list-style-type: none"> Students' acquisition of critical thinking, reasoning, and problem-solving skills when discussing scientific issues in Primary. Students' ability to conduct laboratory experiments following the scientific method in reporting results across all phases.
Other subjects	<ul style="list-style-type: none"> Students' achievement in other subjects is good overall in Primary, Middle and Secondary and acceptable in KG. The other subjects sampled in the review are art, information and communication technology (ICT), music, dance, physical education (PE), economics, accounting, business studies and Hindi. The progress of students seen in lessons and reflected in their work over time is acceptable in KG and good in other phases. Attainment is good overall in Primary, Middle and Secondary where the majority of students attain above curriculum expectations. Most children in KG attain in line with curriculum expectations. There is no external data for most of these subjects, other than in Secondary, where CBSE outcomes for business studies, economics, computing and Hindi indicate very good or better attainment. Internal data indicates good attainment in the remaining subjects across all phases. In PE, students in Middle and Secondary participate enthusiastically in a wide range of team games and many experience success in inter-school competitions that impact positively on their skills' development. Students in Grade 6 show strong progress and maturity in Hindi where they take turns to teach the rest of the class vocabulary about the moon and Earth. Students' skills in art are not well developed across the school with limited resources and groups of students completing joint activities on a single sheet of paper. Children's skills in music are at an early stage of development in KG, where they can repeat a simple song. In Grade 7, students are able to sing songs with complex rhythms and with a wider dynamic range. In ICT, students in Middle can code a computer program to show messages as part of a UAE weather alert system. Students demonstrate good knowledge, secure understanding and confident skills in economics and business studies in Secondary. All groups, including boys and girls, make acceptable progress in these subjects in KG and good progress in other phases. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' coding skills in ICT in Middle. Students' knowledge, understanding and skills in economics and business studies in Secondary. 	<ul style="list-style-type: none"> Students' skills and abilities in Art across the school. Children's music skills in KG.
Learning Skills	<ul style="list-style-type: none"> Students' learning skills are good overall across all phases. Children and students are keen to learn and have positive attitudes towards learning. They are actively involved and maintain their concentration in lessons. They take increasing responsibility for their own learning and use resources, including technology, sensibly to support their work. Students can confidently and competently communicate their learning across most subjects and phases. Students can work productively in groups and collaborate well across all phases. This is a strong feature in Secondary where students in social studies collaborate well to discuss topics such as social equality and economic growth. In all phases, children and students communicate well, listen to their peers, exchange ideas, and share their learning clearly with each other. The majority of students make clear connections in their learning with the UAE and their everyday experiences. Application to real-life situations, problems and events is a feature of their learning. Grade 12 business studies students can produce and discuss a marketing plan for a new product, such as a smart water bottle for use in the UAE. Students are less skilled in making connections between what they are learning and other areas of the curriculum. Critical thinking and problem-solving skills are developing in the lower phases and are more common features of learning in Secondary. Students in Middle and Secondary make confident use of technology. These skills are less developed in Primary. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' positive attitude and enthusiasm for learning across the school. Students' interactions and their effective collaboration skills in all phases. 	<ul style="list-style-type: none"> Students' more regular application of independent problem-solving and critical thinking skills across KG, Primary and Middle. Students' use of technologies in Primary.



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

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

Indicators:	KG	Primary	Middle	Secondary
Personal development	Very Good	Very Good	Very Good	Very Good

- Children's and students' personal development is very good across the school. They demonstrate a high level of self-discipline and engage positively with others, actively seeking constructive feedback. Students' behaviour helps create the friendly atmosphere throughout the school. Their commitment to taking responsibility is evident through their active participation in leadership roles in the school community. Instances of bullying are rare, indicating a respectful and inclusive culture.
- Students exhibit a deep understanding of the diverse needs and unique differences of their peers, consistently extending assistance and support when needed. This atmosphere of empathy and respect strengthens relationships among students and staff alike. Their interactions across the school community are characterised by mutual respect, creating an environment that promotes teamwork and encourages effective learning.
- Students demonstrate secure understanding of safe and healthy living. A few students often make choices about their own health and food which are not beneficial. Students engage in activities that promote safety and wellness. In PE lessons, sport competitions and during breaks, students enthusiastically participate in a wide variety of physical activities, showcasing their commitment to staying active.
- Students' attendance at just over 95% is good. All students are punctual to lessons and school.

Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very Good	Very Good	Very Good
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- Children in KG have a clear appreciation of Islamic values whilst older students display a strong understanding of Islamic values and their impact on contemporary society in the UAE. They



can offer diverse examples of how these values shape and influence people's lives. Students celebrate many Islamic events such as Ramadan and the birthday of the Prophet Muhammad (PBUH). Secondary students teach other students in lower phases about Ramadan, fasting rules and etiquette. Students participate in the Holy Qur'an recitation competition that the school holds annually. Students recite Holy Qur'an and read Noble Hadeeths in assemblies.

- Students demonstrate deep knowledge and respect for the heritage and culture that form the foundation of modern life in the UAE. They actively participate in various activities, reflecting their appreciation and understanding of these influences. Students celebrate UAE Flag Day, Commemoration Day and National Day. They sing the national anthem with enthusiasm and share the daily UAE news during assemblies.
- Students across all phases demonstrate a strong understanding of their own culture, actively engaging in the celebration of Indian events and exhibiting pride in their heritage. They confidently discuss key traditions, customs, and values, reflecting an appreciation for the unique aspects of their cultural identity. Their knowledge of other world cultures and the distinction among various global traditions remain an area for further development.

Social responsibility and innovation skills

Good

Good

Good

Good

- Students across all phases are aware of their responsibilities as members of the school community, and some undertake leadership roles such as house captains. They engage in school-organised events to promote social responsibility. They participate in some charity and volunteering initiatives, for example, the school's charity drive for Lebanon.
- Students across all phases actively participate in school activities and enjoy their work. All students collaborate to produce a manuscript magazine for their class. Students participate in creative and commercial activities, setting up stalls to sell items, although their understanding of financial concepts remains limited. Students have the opportunity to be involved in projects although they do not typically initiate them independently. Students' innovation, enterprise, and entrepreneurship skills across all phases are still in the early stages of development.
- Across all phases, students demonstrate care for their school by actively participating in initiatives to enhance its environment and maintain cleanliness. They possess a foundational understanding of environmental matters and occasionally engage in activities that promote sustainability, such as contributing to COP28 and leading assemblies on topics, including recycling, clean energy, and sustainable practices. Many students also take part in planting trees in the school garden and attentively nurturing them, showcasing their commitment to protecting the environment.

Areas of Strength:



- Students' positive attitudes, behaviour and relationships which create a friendly atmosphere throughout the entire school.
- Students' deep knowledge and respect for the heritage and culture of the UAE across the school.

Areas for Improvement:

- Students' understanding of other world cultures across all phases.
- Students' innovation, enterprise and entrepreneurship skills across all phases.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Good	Good

- The quality of teaching for effective learning is good overall. Teachers mostly apply their knowledge of subjects and how students learn them effectively. They plan detailed lessons and use a variety of approaches including group work, active learning tasks and questioning to effectively engage students in learning. Recent professional developments have impacted positively and improved the quality of teaching, particularly in KG.
- Teachers mostly plan engaging lessons and use resources including time, effectively. A minority of classes are too small for the number of students who use them, which inhibits flexible group work. Most students demonstrate a high level of self-discipline, positive attitudes to learning and the support given by their teachers and their peers ensure that they learn successfully. In KG, children learn actively through play related experiences. The strongest teaching is most evident in Secondary.
- Teachers' and students' interactions are good across all phases. In the best lessons teachers use questioning very effectively to promote students' critical thinking, assess learning, and encourage dialogue through collaborative and paired learning activities, where students share ideas, solve problems and complete learning tasks. Teachers' planning for differentiation to meet the needs of all groups of students, including G&T students, is a developing feature of the school's work. The needs of lower and higher-attaining students are



not consistently met.

- Critical thinking, independent learning and innovation skills are more evident in Secondary and have yet to be developed across the school.

Assessment

Good

Good

Good

Good

- Assessment is good across all phases. Internal assessment processes are coherent and consistent. They are linked to the school's curriculum standards and provide a mostly clear and valid measure of students' progress. The school makes effective use of ASSET progress tests to benchmark students' outcomes. The school uses CAT4 to assess students' academic potential.
- Assessment information is used effectively by senior leaders to analyse students' academic outcomes against national and international expectations. The use of assessment data to inform teaching and to meet the individual learning needs of students is inconsistent across subjects and phases.
- Teachers' marking of students' work is variable in quality and regularity. The quality of verbal feedback also varies across subjects and phases. Students' self- and peer-assessment is widely encouraged across the school. Teachers have a reasonable knowledge of the strengths and weaknesses of individual students.

Areas of Strength:

- Teachers' use of a wide range of strategies and approaches to engage students effectively in learning across the school.
- Teachers' and students' interactions and the engagement of students in dialogue, collaborative and paired learning, particularly in Secondary.

Areas for Improvement:

- Teachers' use of assessment data to plan and deliver lessons that are tailored to meet the individual learning needs of students and groups of students, including lower and higher attaining students and G&T students across all phases.
- Teachers' marking of students' work and constructive oral feedback to identify their next steps in learning across the school.

**PERFORMANCE STANDARD 4:
CURRICULUM**



The quality of the curriculum is good overall.

Indicators:	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none">The overall quality of the curriculum is good across all phases. The curriculum meets all statutory requirements. It is broad, balanced and has a clear rationale. The curriculum is relevant and effective in developing students' knowledge, understanding and skills.Curriculum planning mostly ensures continuity and progression. It builds on prior learning and meets most students' needs. It does not always support the learning needs of the higher attainers and G&T students. The KG curriculum has been completely remodelled since the previous evaluation and is much improved. All learning is based on the CBSE early years competencies and children learn through play and exploration.There is a wide range of curricular choices for students in Secondary to meet their interests and prepare them well for future learning. The range of curriculum choices for students in other phases is less well developed. Cross-curricular links are mostly well planned and made clear in most lessons. In the best lessons, teachers use real life examples and the UAE context to extend learning further. Regular termly and annual curriculum reviews which consider students' performance data facilitate timely modifications.				
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">School leaders have modified the curriculum to meet the needs of most groups of children and students by providing effective intervention and support programmes and the re-designing of the curriculum in KG. These modifications have contributed to the improvements in students' achievement. Modifications to ensure that G&T students reach their full potential are yet to be fully implemented.Extra-curricular activities offer a suitable range of clubs and activities that enable students to develop their skills, knowledge and personal interests. Opportunities to develop students' innovation and enterprise skills are not yet consistent in lessons across the school and are more evident in Secondary than in Primary and Middle.The curriculum in all phases provides learning experiences that effectively develop students' knowledge and understanding of Emirati culture, heritage and UAE society values.				



Areas of Strength:

- The breadth and balance of the curriculum and the range of extra-curricular choices for older students in Secondary.
- The modifications to the KG curriculum that have led to improvements.

Areas for Improvement:

- Curriculum modifications to ensure that G&T students achieve their full potential.
- The provision of a broader range of extra-curricular clubs and activities in Primary and Middle and opportunities for all students to develop their innovation and enterprise skills across the school.

PERFORMANCE STANDARD 5:

THE PROTECTION, CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

Indicators:	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good

- Staff, students and their parents are fully aware of the policies for child protection, safeguarding, supervision and safety, including cyber-security. All aspects of students' welfare and protection are communicated effectively through awareness activities, workshops, digital platforms and displays in the school. The students benefit from a team of social workers who track all child protection and behaviour issues, documenting these in clear confidential records, and a medical team led by a doctor who oversees medical care.
- Leaders have implemented effective policies and procedures to ensure that buildings, premises and equipment are well maintained. Comprehensive records of school maintenance, including routines for evacuation, fire drills and other incidents are securely stored and well implemented. The school has lifts to assist students with mobility needs. Outdoor shaded areas and water coolers located around the buildings promote students' wellbeing. Students



are well supervised on school transport and monitored through a mobile application shared with parents. The school makes sure that old buses are replaced as appropriate to ensure health and safety.

- The promotion of healthy lifestyles is evident throughout the school's lessons, assemblies and displays. School nurses check students' food regularly. Students are encouraged to participate in a range of sporting activities such as in-school basketball and volleyball to support their physical fitness and wellbeing.

Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">• Staff are aware of the needs of the students and their care. The school operates in an atmosphere of mutual respect between students and teachers. This is driven by a code of behaviour, which is understood clearly by the whole school community, including parents.• The school keeps accurate records and has effective systems for managing students' attendance and punctuality, including follow-up of unauthorised absences and lateness. Parents are notified promptly of any concerns about individual students.• The school has appropriate procedures for identifying students with SEN. Their specific needs are identified, and all relevant information is shared with staff. The school has 7 specialists to lead the identification process and to train other staff members.• The school's support for students with SEN is appropriately managed. Support is given individually and in lessons to ensure students are making progress towards their targets. Students receive adequate modified resources to meet their needs in classrooms. As a result of the lack of provision in the inclusion room, students' individual needs are not always met. The school has identified students who are G&T and provided them with individual plans that teachers do not always use in lessons. Clubs are offered to improve their talents, facilitating opportunities for them to participate in events and celebrations.• The school monitors students' personal development, including details of their engagement in lessons. The school provides effective advice and guidance for career choices and higher education pathways through a dedicated careers counsellor. Students in Secondary benefit from attending university fairs, career visits and awareness-raising workshops.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' care, welfare, safeguarding and child protection throughout the school.• Students' effective personal and academic guidance across all phases.				
Areas for Improvement:				
<ul style="list-style-type: none">• The accurate and structured identification of G&T students and support in lessons for students with SEN and G&T students to maximise their potential across the school.				



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- The quality of leadership and management is good overall. Leaders, including the principal, set a clear strategic direction aligned with a shared vision across the school community. They are committed to inclusion and demonstrate knowledge and understanding of the curriculum, teaching, learning, and assessment. Senior leaders develop a positive learning culture and are gradually securing improvement in students' outcomes and personal development. Communication is professional. The principal has effectively delegated authority to her leadership team with clear levels of accountability.
- Leaders are gradually tackling the barriers to students' attainment in order to sustain improvement. Leaderships' effectiveness is assessed through rigorous appraisals, data-driven reviews, and teacher-led analyses of students' progress. Although middle leaders play a role in leading departments, they have yet to access the professional development required to have a sustained and measurable impact on the quality of teaching and learning.

Self-evaluation and improvement planning

Good

- Stakeholders play a crucial role in assisting school leaders with the self-evaluation process at the end of the academic year. By using a systematic approach, senior leaders now integrate both internal and external data to guide improvement planning and refine practices. This allows for the identification of strengths and areas for growth, followed by establishing key priorities. Comprehensive improvement plans with clear actions and targeted goals are slowly having a positive impact on students' achievement. Leaders have yet to regularly review targets and update plans. Ongoing, effective monitoring by senior leaders ensures that teaching and learning are consistently evaluated. The school has successfully dealt with most of the recommendations identified in the previous review, resulting in notable improvements across key areas, particularly in KG.



Partnerships with parents and the community	Very Good
<ul style="list-style-type: none">The school actively and successfully involves parents as partners in their children's learning and school activities, valuing their input in helping shape improvement priorities. Parental engagement plays a key role in the curriculum and has a positive impact on raising standards, such as shifting the focus from a knowledge-based curriculum to understanding the importance of twenty-first century skills-based learning and integrating these within the curriculum. Effective communication, including regular formal and informal meetings, Google Classroom updates, and an open-door leadership policy, ensures parents are well-informed about their children's progress. Regular reports highlight achievements, growth areas, and next steps, while supporting parents in navigating Grade 12 subject choices, revision, examinations, and university applications.The school continues to benefit from community and national partnerships and university links in India.	
Governance	Good
<ul style="list-style-type: none">The governing board represents key stakeholders, including the school's owner, and actively seeks their input to understand the school's needs. It systematically monitors the school's performance, holding senior leaders accountable for students' achievement and personal development. Guided by ethical principles, the governing board acts constructively and positively, influencing leadership and ensuring sufficient staffing and resources to respond to challenges. By meeting statutory requirements and shaping the school's direction, the board positively impacts on the overall performance and success of the school.	
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none">The school's daily operations are efficiently organised, directly contributing to improved students' achievement. Procedures and routines are effective, ensuring smooth functioning. Staffing is aligned with the school's vision, with most staff being well-qualified and benefiting from targeted professional development opportunities. Staff deployment is strategically designed to support students' success, although there is insufficient positive impact on students' achievement in Arabic ASL. The school is equipped with science laboratories, a science, technology, engineering and mathematics (STEM) laboratory, and an ICT laboratory. Insufficient space and full capacity present challenges in accommodating students	



in lessons and in providing additional space to enhance teaching and learning. The inclusion room provides insufficient support for students with SEN due to the lack of space and resources. Leaders have yet to effectively and creatively exploit the full potential of the school's environment to provide greater opportunities for learning. Leaders are aware of these challenges and the potential negative impact they may have on learning outcomes as the school continues to grow.

Areas of Strength:

- Leaders' clear strategic direction, aligning with a shared vision across the school community.
- Parents' active involvement in helping to raise standards by promoting twenty-first century learning skills.

Areas for Improvement:

- Middle leaders' professional development to achieve a sustained, measurable impact on students' outcomes.
- The review of available space, including large event room, classrooms and the inclusion room, to reduce the cramped conditions to further enhance the teaching and learning across the school.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The Arabic department consists of 13 teachers who teach approximately 1,130 students from Grades 1 to 9 with a teacher-to-student ratio of 1: 87
- The school's Arabic library is resourced with various Arabic books to enhance students' reading skills. There are 520 books, 338 fiction books, and 182 non-fiction books. Students visit the library once a week from Grades 4 to 9.
- Reading is supported through activities such as Arabic Language Week, a Thanksgiving lecture on tolerance, participation in the Sharjah Reading Challenge, Arabic calligraphy, poetry, and various competitions.
- Parents are encouraged to support their children's reading activities through weekly Google Classroom links, engaging them both in the reading process.

The school's use of external benchmarking data

- The proportion of students taking international tests and examinations is compliant with SPEA requirements. Almost all students in Grades 3 to 9 complete ASSET progress tests. Students enter CBSE examinations in Grades 10 and 12.
- Preparation for students for these examinations and tests includes communicating with parents to ensure they are well-informed of the requirements. Teachers provide past benchmark test questions for students to practise their skills.
- Students are provided with the results of benchmark tests as part of a self-assessment activity.
- Results from ASSET are communicated directly to parents electronically.

Provision for KG

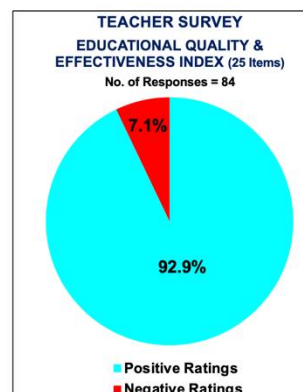
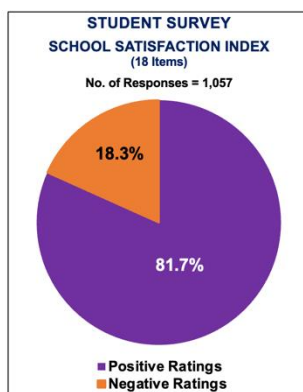
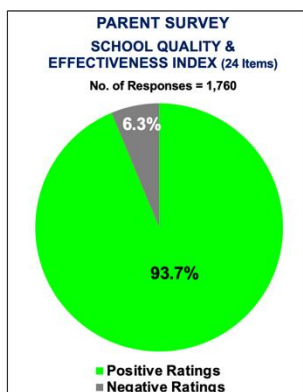
- In KG, there are 16 teachers and 16 assistants, evenly distributed across the phase. Each class teacher is responsible for teaching core subjects. PE, music and art are taught by specialist teachers. There are 2 support staff members and 2 nannies assisting across the phase. The teacher-to-child ratio is 1:26 in KG1 and 1:25 in KG2.
- The indoor facilities include small classrooms equipped with a range of resources for various subjects. The limited classroom space, relative to the number of children, hinders teachers' ability to attend to individual needs and restricts children's movement, disrupting their natural flow and engagement in the classroom. To mitigate this, the school has implemented a new strategy by providing 10 stations to develop different areas of learning, located outside classrooms. These stations allow children to choose activities during free-flow lessons conducted in the KG corridors, which are scheduled once a week and are supervised by the teacher and assistant. Each classroom's reading corner, although limited in space, now offers



a small selection of books. A small internal activity room is used for conducting music lessons.

- The school has an outdoor playground with limited facilities, also used for scheduled PE classes supervised by the class teacher and teaching assistant. A small, designated area exists for sand and water activities; its narrow space confines children to seated play, restricting dynamic exploration and natural interaction.
- The school implements effective induction procedures for new children, including assessments of gross motor and speech skills during the registration interview. No baseline tests were conducted this year. Parents receive reports twice yearly, complemented by 3 parent meetings. Regular communication is maintained by the head of KG and class teachers. Transition to Grade 1 is supported through term 2 preparations and an orientation session led by Grade 1 teachers.

VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement across phases and subjects, and particularly in Arabic as a second language by:
 - planning and implementing targeted teaching to address students' achievement gaps.
 - enhancing subject-specific teaching strategies for improved students' outcomes.
 - monitoring students' progress regularly and adjusting strategies to maximise their progress and achievement.
 - ensuring students' reading, comprehension and linguistic skills are fully promoted.
- Improve the quality of teaching across all subjects in all phases, the effective use of assessment data and further modification of the curriculum by:
 - implementing consistent, high-quality teaching strategies across all subjects.
 - providing targeted professional development based on the use of assessment data.
 - evaluating and adapting teaching to attend to the learning gaps regularly for all groups of students.
 - developing best teaching practice in Arabic.
- Improve the identification, support and achievement of G&T students by:
 - ensuring the systematic and accurate identification of G&T students.
 - adapting learning to enhance G&T students' knowledge, skills and understanding.
 - providing enriched learning opportunities to consistently challenge G&T students in lessons and accelerate the progress they make.
 - offering personalised support for G&T students' skills development and goal achievement.
- Improve leadership capacity, specifically middle leaders to have a sustained and measurable impact on students' outcomes by:
 - providing targeted middle leadership training to enhance their understanding of what high quality teaching entails.
 - ensuring decision-making is driven by data analysis to enhance learning outcomes.
 - making fully effective use of the school environment to provide greater opportunities for teaching and learning across all phases, particularly in the inclusion room and classrooms where space is at a premium.



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.