



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

MASAR PRIVATE SCHOOL

3 to 6 January 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

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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	398
	School location	Sharjah, Al Azra area
	Establishment date	2021
	Language of instruction	English
	School Curriculum	American
	Accreditation body	COGNIA
	Examination Board	College Board
	External Assessments International and Curriculum Benchmark Assessments	Cognitive Abilities Test (CAT 4) Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS) Progress in International Reading Literacy Study (PIRLS) Measures of Academic Progress (MAP) Test of Arabic Language Arts (TALA) Advanced Placement (AP) Scholastic Assessment Test (SAT) The International English Language Testing System (IELTS) International Benchmark Test (IBT)
Staff	Fee Range	AED 22,600 to AED 38,600
	Principal	Manaad Safrani
	Chair of board of governors	Bassam Ismail
	Total number of teachers	94
	Total number of teaching assistants	16
	Turnover rate	2.75%
Students	Teacher: student ratio	1: 14
	Total number of students	1,339
	Total number of students per phase	KG Phase: 174 Elementary Phase: 515 Middle Phase: 458 High Phase: 192

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	Pre-KG: number and gender	Boys: 0	Girls: 0
	KG: number and gender	Boys: 95	Girls: 79
	Elementary: number and gender	Boys: 264	Girls: 251
	Middle: number and gender	Boys: 251	Girls: 207
	High: number and gender	Boys: 114	Girls: 78
	Total number of Emirati students	60	
	Pre-KG: Emirati number and gender	Boys: 0	Girls: 0
	KG: Emirati number and gender	Boys: 5	Girls: 2
	Elementary: Emirati number and gender	Boys: 13	Girls: 8
	Middle: Emirati number and gender	Boys: 14	Girls: 12
	High: Emirati number and gender	Boys: 5	Girls: 1
	Nationality groups (largest first)	1. Syrian	
		2. Jordanian	
	Total number of students with special educational needs	44	



PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 154 lesson observations, 59 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 same as at the previous review visit. The school has made some progress in addressing the issues identified by the previous review. Achievement has improved from weak to good in Kindergarten (KG) and improvements have been made in mathematics across the school and in the English-based subjects in High. There has been limited improvement in the Arabic subjects or in Elementary overall. Students' learning skills are acceptable. Teaching and learning are acceptable. Assessment systems are good. Systems to identify and support students with special educational needs (SEN) are generally effective. Leadership and management are acceptable. While the school is developing sophisticated management systems, these are not yet contributing to rapid improvement in students' achievement across the school. Subject leader roles have been well-developed. School self-evaluation systems are thorough, although judgements are not fully reliable. Governance is acceptable. Students' personal and social development is good. The curriculum is now good. Arrangements for the protection, care and guidance of students are good. The learning environment remains rather cramped in places, but resources for teaching and learning are mostly good. The school's partnership with parents is good.

KEY AREAS OF STRENGTH:

- Students' improved achievement in High in the English-based subjects.
- Significantly improved provision and outcomes in KG
- Students' good attitudes and behaviour and the quality of relationships across the school.
- The quality of the systems for assessing students' attainment and progress.
- The improved curriculum which is now good.
- Good resources for teaching and learning.

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KEY AREAS FOR IMPROVEMENT:

- Students' achievement in the Arabic subjects in Elementary, Middle and High and in the English-based subjects in Elementary and Middle.
- The quality of teaching in Elementary and Middle.
- The modification of the curriculum to meet the needs of all students.
- Opportunities across the school for students to develop skills in innovation, enterprise, research and critical thinking.
- The precision of self-evaluation judgements to improve provision and outcomes.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

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

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Islamic Education

- Students' achievement in Islamic education is acceptable overall, it is good in KG and acceptable in Elementary, Middle and High. In lessons and in their work, the majority of the children in KG make better than expected progress, and most students in Elementary, Middle and High make expected progress over time. This does not match the school's internal data that indicate students' very good across all phases.
- There are no external assessment data for Islamic education. The school's internal data shows that students' attainment is very good across all phases. This does not match with that seen in lessons or students' work, which shows that the majority of children attain above curriculum expectations in KG. Most students in Elementary, Middle and High attain in line with curriculum expectations.
- In KG, the majority of children can recite verses from the Holy Qur'an, applying simple Tajweed rules correctly. In Elementary, while most students can recite verses from the Holy Qur'an and the Noble Hadeeth clearly, they cannot explain the meaning of key words. In Middle and High, students appreciate the Islamic values that show Islam's approach to building a family. Students demonstrate knowledge and understanding of Islamic faith concepts, such as justice and moderation in spending, and recognise their impact on life matters in Islamic society. Students find it difficult to provide illustrative examples to demonstrate their knowledge and understanding.
- The different groups of students, including boys, girls and Emirati students across all phases, make similar rates of progress. Low and high achieving students are not challenged or supported sufficiently to accelerate their progress.



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's accurate recitation of verses from the Holy Qur'an following Tajweed rules correctly in KG.• Students' appreciation of the Islamic values that show Islam's approach to building a family in Middle and High.	<ul style="list-style-type: none">• Students' understanding of key words in the Holy Qur'an and the Nobel Hadeeth in Elementary.• Students' ability to provide illustrative examples of the application of Islamic law in Middle and High.• Students who are higher and lower achievers' slower progress due to insufficient challenge and support across all phases.



Arabic

- Students' achievement in Arabic as a First Language (AFL) is acceptable overall, it is good in KG and acceptable in Elementary, Middle and High. Students' achievement in Arabic as a Second Language (ASL) is acceptable in Elementary, Middle and High. In AFL lessons and their work, the majority of children in KG make better than expected progress and most students make expected progress over time in the other 3 phases. In ASL lessons and their work, most children in KG and students in the other 3 phases make expected progress over time. This does not match the school's internal data in AFL that indicate students' very good progress across all phases. In ASL, the school's internal data indicate students' very good progress in Elementary and Middle with outstanding progress in High.
- The school's internal data for AFL shows that students' attainment is very good in all phases. This does not match with that seen in lessons or their work, which shows the majority of children in KG attain above the curriculum standards, and that most students attain in line with the curriculum standards across the other 3 phases. The TALA external test results for AFL students, indicate acceptable attainment. The school's internal assessment data for ASL shows that students' attainment in Elementary and Middle is very good, and outstanding in High. This does not match with that seen in lessons or their work, which shows that most students attain in line with curriculum standards.
- Students' listening skills for comprehension across the school in AFL and ASL are strong. In AFL lessons, children in KG can speak and communicate in standard Arabic. They recognise and read all learned letters and can determine the different short and long sounds and how to apply them. They read sight words confidently and can use them to form and write short sentences. In Elementary, students can communicate their learning, but they often lack confidence when speaking to demonstrate their understanding. In Middle and High, students can write a short text but are inconsistent in writing at length with adherence to the correct grammar and punctuation rules. Most students across all phases struggle in reading fluently and expressively. In ASL, most students who have been learning ASL for two years can read and recognise a number of words and expressions in familiar context. Most students who have been learning ASL for four years and more can read short simple familiar text, though the level of their comprehension is variable. Students struggle to use memorised words and phrases in their writing.
- Most groups of students, including boys, girls and Emirati students, across all phases, make similar rates of progress. Low and high achieving students do not consistently make the progress of which they are capable.



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Children's ability to speak and communicate in standard Arabic in AFL in KG. Students' listening for comprehension across the school in AFL and ASL. 	<ul style="list-style-type: none"> Students' ability to demonstrate their understanding and speak confidently in AFL in Elementary. Students' extended writing skills using the correct grammar and punctuation, particularly in Middle and High in AFL. Students' capacity to read fluently, expressively, and for comprehension in AFL across the school.
Social Studies	<ul style="list-style-type: none"> Students' achievement in social studies is good overall in Elementary, Middle, and High. In lessons and in their work, the majority of students make better than expected progress over time in Elementary, Middle, and High. This does not match the school's internal assessment data for Elementary, Middle and High that indicate students' outstanding progress across all phases. The school's internal data shows that students' attainment is outstanding in Elementary, Middle and High. This does not align with what is seen in lessons or in students' work, where the majority of students attain above curriculum expectations. There is no external data for social studies. In Elementary, students learn to appreciate the values parents bring to their lives and understand their responsibilities toward them. Students demonstrate knowledge of economic concepts, such as goods and services, providing definitions and examples to illustrate their understanding. They can differentiate between the terms 'needs' and 'wants' confidently. Students in Middle and High demonstrate knowledge and understanding of geographic concepts. In Middle, most students can discuss the types of energy used in the United Arab Emirates and classify them into renewable and non-renewable energy although a few cannot do so accurately. In High, the majority of students can define new terms, such as overpopulation. They can discuss the reasons for overpopulation such as the increase in the number of migrants from remote areas to the cities. However, they sometimes struggle to find solutions to address the maldistribution of population. The majority of students, boys, girls and Emirati students, across all phases, make better than expected progress. Low and high achieving students are not supported sufficiently well to maximise their progress. 	

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	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' appreciation of the values parents brings to their lives and their understanding of their responsibilities toward them in Elementary.Students' understanding of economic concepts in Elementary.	<ul style="list-style-type: none">Students' understanding of the various types of energy used in the United Arab Emirates in Middle.Students' ability to find solutions to problems such as the maldistribution of population in High.



English

- Student achievement in English is acceptable overall. The school's internal data shows that students' progress is good across all phases. This matches what is seen in lesson observations and in students' workbooks in High but does not match what is seen in Elementary or Middle, where most students make expected progress.
- The school's internal assessment data indicates students' very good to outstanding attainment in all phases. This does not align with what is seen in lessons or in students' work, where most students in KG, Elementary and Middle attain in line with curriculum standards while the majority of students in High attain above curriculum standards. External MAP data shows most students met or exceeded their projected growth in Elementary, Middle and High in 2024.
- The majority of children in KG deepen their understanding and application of phonics in various contexts and solidify their comprehension. They develop secure basic skills in letter recognition, and in speaking, reading and writing in English. In Elementary, students develop their writing skills using graphic organisers to structure sentences in topic work and the supporting details. They mostly listen attentively and speak with confidence when sharing their personal responses to text or creative writing features. Penmanship quality is variable, especially between boys and girls. There are too few opportunities to develop their extended writing skills. In Middle, students become more confident speakers and writers, developing their literacy and linguistic skills through project-based learning and the creation of e-portfolios which contain both informational text and fictional books. Opportunities for student presentations are underdeveloped. The students in the upper grades in High apply more rigour to their creative writing projects and literary analysis utilising symbolism, themes, and stylistic techniques.
- Overall, most groups of students, including Emirati students, make similar rates of progress. The girls in Elementary and Middle typically make better progress than boys.

Areas of Strength

- Children's developing phonics skills both in comprehension and application in KG.
- Students' creative writing and literary analysis skills in High.

Areas for Improvement

- Students' handwriting skills in Elementary and Middle.
- Students' extended writing in Elementary.
- Students' presentation skills in Middle.



Mathematics

- Students' achievement in mathematics is good overall. In lessons and in their work, the majority of children and students across all phases make better than expected progress.
- Internal assessment data indicates that the majority of children in KG attain levels above curriculum standards, whilst in Elementary, Middle and High a large majority of students attain above curriculum standards. This is not reflected in lessons or in students' work where most children in KG attain in line with curriculum standards and the large majority of students in Elementary, Middle and High attain above curriculum standards. External MAP data for Elementary and Middle indicates that attainment is very good, while in High attainment is outstanding. Grade 12 SAT mathematics attainment and advanced placement (AP) calculus assessment data are also outstanding.
- In KG, children demonstrate an understanding of basic subtraction by accurately finding differences using real-life examples and visual tools, although a minority cannot yet consistently apply broader number concepts to deepen their numeracy skills. In Elementary, students can classify triangles, correctly identifying and categorising them based on both sides and angles. Opportunities to use smaller collaborative groups to reinforce learning are limited, though students effectively use digital devices at learning stations to engage with interactive tasks and tools that support conceptual understanding. In Middle, students can calculate the area of a parallelogram and apply this knowledge to real-world problems. They cannot yet fully engage in critical thinking or deepen their understanding of concepts due to the limited approaches to inquiry-based learning. In High, students can solve quadratic equations accurately and efficiently using the quadratic formulae. They can apply the formulae to increasingly complex problems with minimal guidance, demonstrating strong mathematical reasoning and problem-solving skills, with digital tools used to enhance graphing and visualisation tasks.
- Overall, there is no significant variation in the rates of progress of different groups of students, although girls make slightly better progress than boys in Middle and High, and Emirati students show slightly higher gains when compared to their non-Emirati peers. High achieving g students and those who are gifted and talented (G&T) do not always make the progress of which they are capable.



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' effective use of digital devices to access learning stations and digital tools that support their conceptual understanding in Elementary.Students' effective use of formulae to answer complex problems independently in High.	<ul style="list-style-type: none">Children's development of a deeper understanding of number concepts to enhance their foundational numeracy skills in KG.Students' mathematical critical thinking to deepen their understanding of concepts in Middle.



Science

- Students' achievement in science is acceptable overall. In lessons and in their work overtime, the majority of children in KG and students in High make better than expected progress, whilst most students in Elementary and Middle make expected progress.
- Internal assessment data indicate that most children in KG and students in High attain levels that are above curriculum standards, while a large majority of students attain levels that are above curriculum standards in Elementary and Middle. This does not match with what is seen in lessons and their work where the majority of children in KG and students in High attain above curriculum standards. Most students in Elementary and Middle attain in line with curriculum standards. External MAP data indicates that attainment is good in Elementary and Middle. In the external Advanced Placement examination, most students attain levels that are above curriculum standards in physics and biology, while the majority of students attain levels that are above national and international standards in chemistry. In the international TIMSS test (2023), students in Grades 4 and 8 achieved the low benchmark score of 449 and 428 respectively in science.
- In KG, children have good observational skills. They can apply the concept of reuse and recycle to classify a range of objects. Their independent scientific skills are less well developed. In Elementary, students have a secure understanding of the concepts of natural science. They are aware of the structure of plants and can differentiate between cells, tissues and organ systems. In Middle, students can differentiate between acids and bases and explain the causes of pollution. While students have foundational knowledge in the respective content areas, their use of accurate scientific terminology to explain concepts is limited. In High, students demonstrate well developed skills in scientific analysis, for example when explaining the effect of change of pH on Amylase enzyme activity. Students' skills of writing hypotheses, making predictions, and experimenting independently are underdeveloped.
- There is some variation in the progress made by different groups of students. Most groups such as Emiratis, boys and girls, and the low and high achievers, make similar rates of progress in all phases, whereas boys and girls make better progress in KG and High than in the other 2 phases.



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's observational skills in KG.• Students' skills of scientific analysis in High.	<ul style="list-style-type: none">• Children's independent scientific learning in KG.• Students' use of accurate scientific vocabulary and terminology to explain scientific concepts in group presentation and discussions in Middle and High.• Students' skills of writing hypotheses, making predictions, and experimenting independently in High.



Other subjects

- Students' achievement in other subjects is good overall. The school's internal data indicates that the large majority of students, over a diverse range of subjects, make better than expected progress. This does not fully align with what is seen in lessons or in their work where the majority of students across phases make better than expected progress over time.
- There is no external data for other subjects. In lessons, most students in KG, Elementary and Middle attain in line with curriculum expectations in art, music, French and other subjects. In Middle and High, the majority of students attain above curriculum expectations in computer studies, robotics, marketing, accountancy and PE.
- In KG, children learn to draw and colour in art and in PE they develop their fine and gross motor skills, although the range and quality of the opportunities offered are not sufficiently engaging and purposeful to enhance their creativity and accelerate their physical development. Elementary students explore a range of media in art, including painting and three-dimensional work. Their skills in PE continue to develop in Elementary and Middle. Students make the expected progress in IT in Elementary, but the rate of progress accelerates in Middle and High, so that, in Grade 12, they can confidently, integrate JavaScript and HMTL to create a website for a car dealership. Students' learning in music though acceptable is constrained by the lack of a dedicated space that offers scope for practical creative activities. In High, students build good knowledge, understanding and skills in marketing and accountancy. Students make particularly rapid progress in computing and robotics in Middle and High.
- Most groups of students, including those of Emirati heritage, make similar rates of progress in other subjects from their starting points.

Areas of Strength

- Students' creative expression using a range of media in art in Elementary and Middle.
- Students' skills in computing and robotics in Middle and High and in marketing and accountancy in High

Areas for Improvement

- Children's level of challenge in creative and physical activities in KG.
- Students' development of their skills in music across the school.



Learning Skills

- Students' learning skills are acceptable overall. Students actively engage in lessons, activities and other events such as assemblies and sustainability initiatives. They take responsibility in class initiatives and complete their tasks and projects on time. Through self-assessment in lessons, students in High analyse their strengths and weaknesses and take responsibility for their learning, although this is inconsistent across other phases.
- In KG, children build their interpersonal skills and benefit from teachers' modelling of good collaboration. Across the phases, students work well in groups and pairs to confidently present their ideas and responses. Students participate in science, technology, engineering, arts and mathematics (STEAM) projects in Elementary and Middle and sustainability-related projects in the higher grades to enhance their interactions and collaboration.
- Students make some connections to real life examples, particularly in Arabic, Islamic education and mathematics. Links to further students' understanding of the world are less well developed in English and science. Students' active listening and reflective learning are promoted through peer presentations in higher grades.
- Students' innovation is supported by the high-level cognitive tasks planned in lessons. Students in Grade 7 demonstrate their enterprising attitudes on Business Day. Most students are familiar with technology and can scan the quick response (QR) codes to access exit tickets assessments. Their enquiry, research and problem-solving skills are less developed in all phases.

Areas of Strength

- Students' ability to take responsibility for their own learning in High.
- Students' collaborative skills when working in groups and pairs across all phases.

Areas for Improvement

- Students' ability to make connections between different areas of learning to further their understanding of the world in all phases, particularly in English and science.
- Students' active listening and communication skills in Elementary and Middle.
- Students' enquiry, research and problem-solving skills in all phases.



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

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

Indicators:	KG	Elementary	Middle	High
Personal development	Good	Good	Good	Good

- Students' personal and social development and their innovation skills are good overall. Students demonstrate positive and responsible attitudes, exhibiting self-reliance during lessons particularly in higher grades. They generally respect and adhere to school rules, showing courtesy towards one another. Occasionally, particularly among boys in Elementary grades, noise levels can become too high in classrooms.
- Relationships between staff and students are notably warm and cooperative. Students help each other when working in groups and pairs. Students' value receiving the reward given for exemplary behaviour.
- The school nurse and senior students play a vital role in promoting healthy lifestyles, educating Elementary students on the importance of avoiding junk food. Students in High and class teachers monitor students' snacks to ensure they eat healthily.
- Attendance at 98% is outstanding. Nevertheless, a few students consistently arrive late to school. Overall, the school's supportive atmosphere fosters both academic growth and personal development among its students.

Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
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- Students have a clear appreciation and understanding of Islamic values and their influence on life in the UAE. The school's engaging project My Values Are My Methods, encourages students to create posters to display that highlight Islamic values. Students recognise the fundamental importance of the spirit of tolerance, respect for others, and support for diversity.
- Students are respectful of UAE heritage and culture. Their involvement in assemblies, the Holy Qur'an and the Noble Hadeeth competitions from KG to Grade 12 enhance their



knowledge. Additionally, the school celebrates significant Islamic events such as the Prophet's Muhammad (RIP) birthday and Haq Al- Laila and Iftar gatherings that give respect to UAE culture and heritage.

- Students celebrate Cultural Week, during which students of 12 different nationalities talk about their culture and heritage. Students relate well to each other, showing respect for diverse world cultures and festivals.

Social responsibility and innovation skills

Good

Good

Good

Good

- Students of all phases understand their responsibilities as members of the school community and some take on key roles such as student council members. They undertake leadership roles and help their teachers in organising and conducting events and competitions. The school is registered with Sharjah Volunteering, which places students in different voluntary activities. Students also contribute responsibly to charity drives, such as for Lebanon and the Turkey earthquake disaster.
- Students demonstrate a positive work ethic by arriving to lessons on time, following teachers' instructions, sharing materials and helping each other. Students in higher grades participate in various external competitions such as the Emirati Sports Competition. Students on AP advanced courses volunteer to coach Elementary students in mathematics, although volunteering within and outside the school is not strong, especially in Elementary and Middle
- Students show care for their environment. For example, Grade 3 students have created a model of a sustainable city and Grade 1 and 2 students make hats from recycled materials. Within the Sustainability programme, students in Grades 11 and 12 have created the Door Volt, which converts mechanical energy to electrical energy. Students' initiative in devising, planning and leading environmental projects is less developed.

Areas of Strength:

- Students' enthusiastic attitudes towards their work across the school.
- The positive relationships which exist across the school.

Areas for Improvement:

- Students' volunteering within and outside school in Elementary and Middle.
- Students' initiative in devising, planning and leading environmental projects in all phases.

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PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	KG	Elementary	Middle	High
Teaching for effective learning	Good	Acceptable	Acceptable	Good
<ul style="list-style-type: none">Most teachers demonstrate secure subject knowledge and an understanding of how students learn, applying this consistently across phases. Teaching for effective learning is good in KG and High because clear explanations and structured activities support students in grasping key concepts and improving their learning. Teachers collaborate regularly in professional learning teams, sharing best practices, for example in meeting students' learning needs.Teachers plan structured lessons, manage time effectively, and use resources appropriately to create environments where students can be successful learners. Interactions between teachers and students foster active participation, with questioning strategies that encourage thoughtful responses and critical reflection. Dialogue is used to facilitate meaningful discussions, enabling students to deepen their understanding of concepts. While these strategies generally promote engagement and progress, there remains room to further enhance the consistency of questioning techniques to support higher-order thinking skills and student-led learning.Teachers use strategies that adequately address the needs of most student groups. In most subjects, high achievers are not well challenged to maximise their potential, while lower achievers do not always receive the right support to help them make the progress of which they are capable.The opportunities for promoting students' greater independence, critical thinking, and problem-solving skills are not consistently or effectively promoted across the school in lessons.				
Assessment	Good	Good	Good	Good
<ul style="list-style-type: none">The overall quality of assessment is good. Internal assessments are well-structured and linked to the school's curriculum, providing clear measures of student progress. External benchmarks, including MAP, TIMSS, PISA, PIRLS, TALA, IBT, with CAT4 having been introduced this year, are used to compare academic outcomes with national and international				

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expectations, though the school is working to improve the integration of these benchmarks into instructional planning.

- Assessment data is analysed to track individual and group progress over time, enabling teachers to identify performance trends. For example, teachers use MAP data to determine growth targets and adjust instruction accordingly. Data is not used well enough for analysis of the performance of different groups and the planning of curriculum adaptations to ensure that all students' learning needs are consistently addressed.
- Most teachers know their students well and how to support them, particularly in KG and High. Assessment information is adequately used to inform teaching strategies and curriculum planning, in order that student groups receive targeted support and opportunities for growth. Teachers provide oral and written feedback and follow-up activities to support students' next steps in learning. Students' self-assessment practices are not yet fully embedded.

Areas of Strength:

- Teachers' subject knowledge and how their students learn, particularly in KG and High.
- The good teacher and student relationships and interactions across the school.

Areas for Improvement:

- Teachers' development of students' critical thinking, problem-solving and independent learning skills across the school.
- Teachers' strategies to refine the consistency and effectiveness of providing tailored challenges that meet the individual needs of all students across all phases.
- The analysis of assessment data to leverage instructional planning and provide targeted interventions well matched to students' needs across the school.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none">Curriculum design and implementation is good overall. The school uses the California Common Core Standards (CCCS) for maths and English, NGSS for science and Foundations of Early Childhood Education (McGraw Hill) for KG. All have clear rationales. The curriculum is broad and balanced to prepare students for personal growth and future challenges.The range of curricular options for older students include AP courses to align with students' interests and aspirations. Elective courses engage students effectively in robotics, economics and accounting. Cross-curricular links generally enhance students' transfer of learning across subjects and grades, particularly in Arabic and Islamic education. STEAM projects integrate concepts from mathematics, technology and science to strengthen links between knowledge and skills.There is a curriculum review at the end of each term across all subjects to evaluate alignment with authorised standards and to incorporate feedback from students, parents and teachers to inform adjustments.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The current approach to curriculum modification focuses on students' learning styles. School leaders are in the early stages of differentiating lesson plans to reflect targeted levels of achievement in Grades 1 to 12. KG adaptation is through personalised group work. Other groups of students, including SEN, benefit from academic support in lessons to maximise their learning.Curriculum modification promotes learning skills best in KG and High. The opportunities for students to engage in enterprise, creativity and social contribution activities are underdeveloped across the school. Teachers integrate research and real-world application in the better lessons.				

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- The curriculum positively supports students' clear knowledge and understanding of Islamic and Emirati culture and UAE society. Emirati culture and UAE topics contextualise learning, linking academic concepts to students' cultural environment and national identity in most subjects.

Areas of Strength:

- The broad and balanced curriculum which helps prepare students for personal growth and the future across the school.
- The positive impact of the curriculum on students' understanding of Islamic values and awareness of Emirati culture and UAE society.

Areas for Improvement:

- The curriculum modification in Grades 1 to 12 to ensure that all groups of students' learning needs are targeted in all phases.
- The curriculum enhancement to promote students' engagement in enterprise, creativity and social contribution activities 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	Elementary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
<ul style="list-style-type: none">Procedures for safeguarding in the school are effective. Key staff receive regular training. All new staff during induction, and annually, attend training to refresh their understanding of the child protection policy. The school has effective measures to promote students' positive behaviour, including the development of a Discipline Committee, which includes selected older students. Behaviour is carefully monitored and, since the beginning of this year, the number of incidents has fallen.Safety checks are methodical and frequent. Staff rotas ensure a well-organised system of supervision. An effective maintenance system provides immediate response to any issues that arise. Staff can report concerns to the specialist team. The premises are successfully adapted to meet the needs of almost all students. For example, toilets have been installed within student areas which are suitable for wheelchair users. There is no designated adult disabled toilet available in the public areas of the school. In Kindergarten, specialist areas have been developed for young learners, such as the activity room which offers an exciting role play area.Health and safety is promoted effectively, including workshops led by the school nurse on, for example, how to choose a healthy diet. There are currently limited opportunities for students to participate in competitive sports.				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">Relationships across the school are respectful, leading to a learning environment where students thrive. The behaviour policy is well embedded, and exemplary behaviour is recognised with the students' own choice of reward.				

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- Strategies to promote attendance are targeted and effective as reflected in students outstanding rate of attendance. The school recognises a few students arrive late and is carefully monitoring the situation, with relevant follow up using the behaviour policy.
- Systems are well established to identify and support students with SEN. Although a team for the development of a programme for G&T students has been established, this has not been fully embedded to make a sufficiently positive impact on student learning.
- The school offers a range of support mechanisms for SEN students, with the option of a shadow teacher in class, access to a range of specialists, or withdrawal sessions. As a result, students typically make consistent progress in their learning.
- Students are well cared for as their well-being is monitored closely. Termly surveys evaluate the impact of well-being campaigns. For example, the school checks whether the anti-bullying campaign was helpful. Older students with a concern may contact the counsellor direct or seek help through a QR code in each classroom. Each section maintains an individual student profile.

Areas of Strength:

- The highly effective strategies used to promote positive behaviour in school.
- The well-designed procedures which support all aspects of the safety and care of students, including safeguarding.

Areas for Improvement:

- The promotion of healthy lifestyles across the school.
- The full implementation of the G & T programme to ensure maximum impact on students' learning across the school.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall

Indicators:

The effectiveness of leadership

Acceptable

- Senior leaders demonstrate a clear commitment to the school, a vision for its further development and a desire to drive improvement. The school is fully supportive of the UAE and Emirate priorities. Leaders have, overall, a good understanding of best practices in teaching and learning. Leaders have a consensus about what needs to be done to improve the school, in the context of its rapid growth within a relatively short time frame. There is a strong and generally effective middle leadership team. The whole-school approach to addressing identified areas for improvement lacks cohesion. The school's management systems are sophisticated and extensive, although this is not consistently reflected in the rigour and consistency of implementation. The school is inclusive, welcoming to all students, and the identification of students with SEN is effective.
- Relationships and communication are professional and effective. There is well-planned delegation of key responsibilities to enable the school to function effectively. All staff have a secure understanding of their roles and responsibilities. Middle-leader roles are particularly well-defined. Morale in the school is positive, as confirmed by all stakeholders. Provision in KG has improved, within a relatively short period, from mostly weak to good overall, and, other than in the Arabic subjects, there has been a good improvement in some aspects of students' achievement, particularly in High. There is acceptable capacity for further improvement, although the pace of positive change could be accelerated. All statutory and regulatory requirements are met.

Self-evaluation and improvement planning

Acceptable

- The school now has a very well-established self-evaluation cycle, drawing upon a comprehensive two-day conference to inform the process and to the drafting of the self-evaluation summary document. This document is extremely lengthy and, despite extensive research and the robust processes, still takes an overly positive view of student achievement and school performance. Judgements are, too often, not reflected in provision and outcomes, despite an improving overall picture. Effective systems are in place to monitor and support teachers. External support is fully embraced and this is having a positive impact on provision.



The school engages well with continuous professional development opportunities. School improvement planning contains achievable goals, which are aligned to the recommendations in the previous review, although not all of these have been fully addressed.

Partnerships with parents and the community

Good

- The school is effective in engaging with parents and their views are taken into account when planning future improvements. Parents are very positive about their relationship with the school. Communication is very effective, making good use of social media and e-mail. Parents feel that all staff are readily accessible. There are regular face-to-face meetings with teachers and regular written reports. Parents are actively involved during all national events.
- There have been mostly productive partnerships with local schools, although small-scale in ambition. The school is mostly focused on sharing its management systems rather than drawing on best practice from elsewhere. There are some links with local charities and voluntary organisations, and some international partnerships, particularly at university level.

Governance

Acceptable

- The governing board is well-established and fully representative of the stakeholders in the school, including both the school owners and student members. There are effective systems for managing and communicating any issues around safeguarding. Governors know the school well. Support is targeted effectively to address the school's priorities. Governors are actively involved in supporting the school's work and in the school self-evaluation process, although still rely on school leaders for guidance concerning students' achievement. Not all of the issues from the previous review have been fully addressed. There is good engagement with parents through surveys.

Management, staffing, facilities and resources

Good

- Effective daily procedures and routines ensure the school runs very smoothly. The school is adequately staffed, deployment is effective, and staff stability is generally good. The school occupies a small site and outdoor space, although adequate, is restricted. Teaching spaces are often rather small and this impacts upon learning to an extent. There are, overall, sufficient specialist teaching areas to meet current needs. However, the lack of a dedicated space for art, and more particularly, music, impacts adversely on the quality of teaching and learning experience. Outdoor surfaces are sometimes rather uneven. Resources available to

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support learning are generally good, with recent improvements in KG and art. There is mostly good access to technology at both student and teacher level.

Areas of Strength:

- The school's positive relationships with parents.
- The overall quality of resources to support effective teaching and learning across the school.

Areas for Improvement:

- The accuracy of the school's self-evaluation.
- The precision of self-evaluation judgements aligned to benchmarked evidence to improve provision and outcomes.
- The cohesiveness of the school's approach to driving forward improvements.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- Staffing The school employs 17 Arabic teachers and 16 teaching assistants for Grades 1 to 12, maintaining a teacher-to-student ratio of 1:66.
- The school has one library housing 559 Arabic books, including 200 fiction and 359 non-fiction titles. Students visit the library weekly based on a scheduled timetable. There is a system for book loans where students from Grades 1 to 6 can borrow books and read them internally in the library, whereas students from Grades 7 to 12 can borrow and read them away from the school for 5 days.
- Students from KG to ninth grade have access to the My Reading Books platform for both native and non-native Arabic language sections. Weekly classes are allocated for lower grades, with monthly progress reports generated from the platform. Translated comics are also used to support reading for non-Arabic speakers. The school organises internal competitions like The Skilled Reader, Reading Star, and Poetry Recitation. In external competitions, a student from the school won the short story contest with The Mangrove Tree.
- The Arabic Language Department for Native Speakers works with parents to encourage reading, including inviting mothers to read to children on a specific Reading Day. For non-native Arabic speakers, parents are contacted to promote the use of the Kutubee platform at home, and Allama Bel Qalam books are provided to support student progress.

The school's use of external benchmarking data

- The school implements a robust external benchmarking system that includes TIMSS, PISA, PIRLS, Tala, IBT, MAP, and CAT4 assessments, ensuring compliance with SPEA requirements. In 2023, 128 students were randomly selected by SPEA to participate in the TIMSS assessment, with 71 students (46 Grade 4 and 25 Grade 8) completing the tests, representing 56% of those selected. For PISA in 2022, 11 students, or 79% of the selected group of 14 to 15-year-olds, participated. In the PIRLS assessment of 2021, 39 out of 46 students (representing 85%) took part to measure reading achievement. TALA assessments, administered twice annually, target Arabic-speaking students in Grades 3, 5, 7, 9, and 11, while IBT, new this year, evaluates non-native Arabic speakers across the school.
- The school has established structured improvement plans to prepare students for these examinations. MAP assessments, conducted three times per year, integrate skill-specific practices into lessons to promote student growth in English, mathematics, and science from Grades 1 to 11. Subject-specific focus areas include very good performance in mathematics in Elementary and Middle, with outstanding results in High. However, English

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remains weak across Elementary, Middle and High, and science is weak in Elementary and Middle. TIMSS, PISA, and PIRLS improvement plans are led by subject heads to ensure student readiness. Additionally, CAT4 testing began this academic year, with ongoing teacher training to incorporate assessment data into planning and instruction.

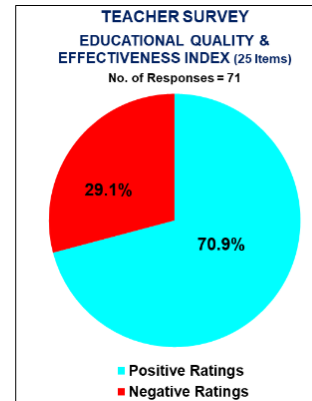
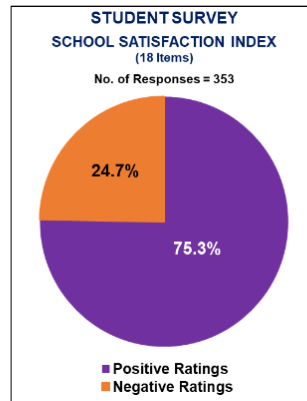
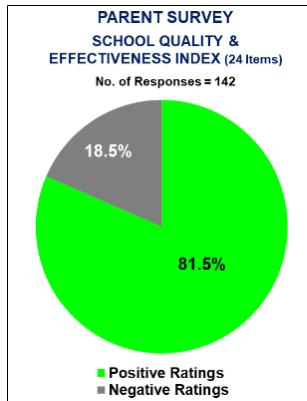
- International benchmarking results are regularly communicated to students, with a focus on fostering goal setting and self-improvement. Teachers use assessment data, such as MAP and CAT4, to set academic growth targets and guide students in developing strategies for success in upcoming assessments.
- Parents are kept informed of test results through regular parent-teacher meetings. The school emphasises the importance of international benchmarks in monitoring and supporting students' academic progress and development.

Provision for KG

- There are 9 qualified teachers in Arabic and English in KG, 4 in the KG1 section and 5 in the KG2 section. All teachers have been enrolled on the CACHE level 3 diploma as part of their professional development. There are 10 assistant teachers who are trained during induction time in, for example, safeguarding. In KG1 and KG2 there is a ratio of 1 teacher to 19 children. However, the largest class in KG1 has 24 children. Physical Education is taught by a specialist teacher.
- Classrooms are bright and well organised. They include a smartboard, construction corner, a reading and writing area. Children have direct access to information technology, for example, an electronic tablet to access QR codes in class. Within the KG, there is a library with class readers linked to the curriculum and a selection of Big Books. The activity room is a suitable area for practical lessons. The activity room is spacious and is currently set up as a role play area. Children have access to the senior school library. The school clinic facility and specialist staff are also available if needed.
- There is a large, shaded play area outside which is multipurpose being used for activity lessons and physical education. Adjacent to this area, there is a large climbing frame with slides for independent play. Soft tiles under the play equipment have been added for safety.
- During transition, KG1 teachers talk to KG2 colleagues about the programs of work they have covered and discuss individual profiles of children. Older children moving to Grade 1 visit their new classroom and new teachers. At the end of each year, separate parent orientation events are offered to KG1 and KG2 parents to introduce them to the curriculum for that year, daily arrangements and methods of teaching. Sessions are arranged to support parents' understanding of their child's learning and communication links with the school.



VIEWS OF STAKEHOLDERS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement further in Arabic in Elementary, Middle and High and in the English-based subjects in Elementary and Middle to ensure that student attainment is at least good by:
 - developing students' confident speaking skills across the school.
 - promoting students' extended writing skills in Arabic across the school.
 - promoting students' reading skills in Arabic across the school.
 - developing students' oral skills in English in Elementary and Middle.
 - enhancing students' handwriting skills in Elementary and Middle.
 - providing more opportunities for Elementary students to write at length in English.
 - planning consistent opportunities for practical scientific experiments to promote Elementary and Middle students' independent investigative skills.
 - ensuring that appropriate subject curriculum adaptations take place to meet the needs of all students to maximise their progress and attainment.
- Improve the quality of teaching, particularly in Elementary and Middle, by:
 - making more consistently effective use of assessment to provide appropriate levels of personalised academic challenge for all groups of students.
 - supporting more systematic and effective development of students' critical thinking, problem solving and innovation skills across the school.

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- enhancing questioning strategies further to promote deeper thinking and student-led thinking.
- planning and providing regular opportunities for students to develop their skills in enterprise, research, problem-solving and critical thinking.
- ensuring that the marking of students' work on a daily basis is consistent and rigorous.
- Improve the effectiveness and impact of leadership by:
 - ensuring that self-evaluation judgements are reliably accurate and aligned precisely to available benchmarked evidence.
 - ensuring that there is a cohesive, cross-departmental approach to addressing inconsistencies in students' performance across the school.
 - ensuring that senior leaders have a direct, primary role in addressing and improving any underperformance in teaching and its impact on learning.

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.