



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Rosary Private School - Branch 1

19-22 January 2026

Overall Effectiveness

Good



إتقان ITQAN



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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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

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

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

- visits to lessons in Arabic, Islamic education, UAE social studies, English, mathematics and science, and other subjects, including lessons reviewed jointly with senior leaders of the school;
- reviewing important documents such as, school self-evaluation form, school policies and the school improvement plan;
- meeting the Governors, Principal, senior leaders, Phase 3 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	209
School location	Muweilah, Sharjah
Establishment date	2000
Language of instruction	English
School curriculum	National Curriculum for England
Accreditation body	Cambridge
Examination Board	Cambridge, Edexcel
External assessments	Cambridge, Pearson
International and Curriculum Benchmark Assessments	Edexcel, CAT4, PISA, PIRLS, TIMSS, Progress tests, IBT for non-Arabs, DIGLOSSIA (Arabic)
Fee range	AED 11,840 – AED 20,980
Staff	
Principal	Sister Stephanie (Sr Wisal Halaseh)
Chair of Board of Governors	Aisha Al Zarouni
Total number of teachers	156
Total number of teaching assistants	24
Turnover rate	3%
Teacher: student ratio	1:12
Students	
Total number of students	1884
Total number of students per cycle/phase	Phase 1: 214 Cycle/Phase 1: 1168 Cycle/Phase 2: 458 Cycle/Phase 3: 44
Pre-KG: number and gender	Boys: 0 Girls: 0
Phase 1: number and gender	Boys: 88 Girls: 126
Phase 2: number and gender	Boys: 406 Girls: 762
Phase 3: number and gender	Boys: 0 Girls: 458
Phase 4: number and gender	Boys: 0 Girls: 44
Total number of Emirati students	60
Pre-KG: Emirati number and gender	Boys:0 Girls: 0
Phase 1: Emirati number and gender	Boys:4 Girls: 2
Phase 2: Emirati number and gender	Boys:13 Girls: 23
Phase 3: Emirati number and gender	Boys: 0 Girls: 17
Phase 4: Emirati number and gender	Boys: 0 Girls: 1
Nationality groups	1. Egyptian 2. Syrian
Total number of students with special educational needs (SEN)	6



PROGRESS JOURNEY

Previous Review: (2034-24)	Current Review:
GOOD	GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of six reviewers' 167 lesson observations, 77 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good, which is the same as at the previous review. Nevertheless, the school has improved in several important areas. In addition to improvements in Arabic, mathematics and other subjects, there have also been improvements in learning skills, teaching, curriculum and in the care provided for the youngest children. In Phases 2 and 3, English has improved to very good and mathematics in Phase 3 has improved to good, although there was also a decline in this subject in Phase 4. Science has improved in Phases 2 and 4. Achievement in other subjects, such as art, music, PE, and IT has also improved. Relationships across the school are strong, and students' personal development is very good. They demonstrate a good understanding and appreciation of Islamic values and UAE culture. Senior leaders and governors have worked diligently to improve the quality of teaching, including through professional development for teachers, although information from assessments is not yet used consistently to inform teachers' planning. The curriculum provides a good range of pathways and choices for students, although further work is needed to ensure it meets the needs of students in Phases 2, 3 and 4. It is more effective in Phase 1. Health and safety arrangements, including safeguarding, are very good, as is the care and well-being support provided. The advice and guidance given to students at key transition points is a key strength of the school. Overall, leaders have responded promptly to the recommendations of the previous review and have built well on the firm foundations laid. They are demonstrating good capacity to improve the school further.

KEY AREAS OF STRENGTH:

- The improvements to students' achievement across subjects and phases.
- Improvements made to teaching and curriculum, especially in Phase 1.
- The quality of care and support provided for children and students.
- The number of options available for students studying IGCSE and AS/A levels.
- The strong relationships between all stakeholders in the school.



- Students' attitudes and behaviour, and their respect and understanding of Islamic values and UAE heritage and culture.
- The drive and enthusiasm of leaders to bring about improvements and in prioritising where further improvement can be made.

KEY AREAS FOR IMPROVEMENT:

- Achievement across the school, so that it is consistently very good or better.
- The impact of Phase 3 leaders in driving improvements to subjects.
- The effectiveness of interventions and adaptations to the curriculum to support all groups of learners, especially those with special educational needs (SEN).
- The promotion of innovation, enterprise, creativity and Higher-order thinking.
- The use of assessment data to inform lesson planning and curriculum adaptations.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is good.

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



Islamic Education

- Students' achievement in Islamic Education is good overall. The school's internal data shows that students make good progress in all phases. This matches the progress seen in lessons and in students' work, where the majority of students make progress which is above curriculum expectations.
- The school's internal data shows that attainment is outstanding in Islamic Education, across all phases. This does not match with the attainment seen in lessons and in students' work, where the majority of students reach levels of attainment which are above curriculum standards. There are no external assessments in Islamic Education.
- The majority of students in all phases learn well in Islamic Education. In Phase 2, the majority of students demonstrate a good understanding of core Islamic concepts, values, and practices appropriate to their age. For example, they can explain the five Pillars of Islam and cite examples featuring Allah (SWT) greatness and power. Across all phases, the majority of students show secure knowledge of the Holy Qur'an studies, basic Fiqh, and Islamic morals, and are able to apply these principles in both classroom discussions and daily behaviour. Higher-attaining students confidently explain concepts using correct terminology, while in Phases 2 and 3, students' progress in recitation, memorisation, and comprehension of difficult concepts is less developed. In Phases 3 and 4, the majority of students demonstrate good understanding of Islamic manners and etiquettes as they draw from the values of good deeds from the Noble Hadeeth. Understanding of advance Islamic laws is less developed for Phase 3. In Phase 4, students demonstrate understanding of Prophet Muhammad (PBUH) biography. They draw inferences from the Prophet Muhammad (PBUH) life to understand the importance of family in Islam in all phases. Students in Phases 2 and 3 sometimes struggle to differentiate between obligations and expectations in some of the Islamic laws.
- The majority of groups of students make above expected progress overall. Some higher-attaining students make less progress than others in Phases 2 and 3.

Areas of Strength

- Students' understanding of core Islamic concepts, values, and practices in Phase 2.
- Students' knowledge of the Holy Qur'an studies, basic Fiqh, and Islamic morals across all phases.

Areas for Improvement

- Students' recitation, memorisation and comprehension of difficult concepts in Phases 2 and 3.
- Students understanding of advanced Islamic laws in Phase 3.



Arabic Language

- Students' achievement in Arabic first language (AFL) and Arabic second language (ASL) is good overall. The school's internal data shows that students in both AFL (Phases 1 to 4) and ASL (Phases 2 and 3 only) make good progress. This aligns with what is seen in lessons and in students' work where the majority of students make progress which is above curriculum expectations.
- The school's internal data for AFL shows that attainment is outstanding in Phases 1 and 2, and very good in Phases 3 and 4. It is very good in Phases 2 and 3 for ASL. AFL Tala examination results for Phases 2 and 3 also shows good attainment. External tests for ASL show very good attainment in Phase 3, and good attainment in Phase 2. In lessons and in their work, the majority of students in both AFL and ASL attain above curriculum standards in all phases.
- The majority of students make good progress overall in AFL and ASL. In AFL, the majority of students in Phase 2 learn to read age-appropriate texts and analyse poems. They gain a sound understanding of Arabic grammar rules. Students in Phases 2, 3, and 4 in AFL can extract the grammatical rules within the text. Children in Phase 1 in AFL can recognise the letters and how to use them with vowels. In Phases 3 and 4, AFL students can use standard Arabic but they are less effective when speaking. Writing is less developed in Phase 2. The majority of students are good at explaining and researching the meanings of difficult words, putting them in correct contexts in ASL. In AFL and ASL, students are typically confident when reading and presenting their work. AFL students' skills to refine and revise their extended writing is emerging. Language accuracy and coherence is less developed in ASL.
- Overall, the majority of groups of students make better than expected progress overall, although some high-attaining students could make faster progress.

Areas of Strength

- Children's recognition and use of letters in Phase 1 in AFL.
- Students' ability to read text and analyse poems in Phase 2 in AFL.
- Students' ability to use grammatical rules in AFL.

Areas for Improvement

- Students' accuracy and coherence in language use in ASL.
- Students' writing skills in AFL in Phase 2.
- Students' use of standard Arabic when speaking in Phases 3 and 4 in AFL.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. Social studies is only taught in Phases 2 and 3. The school's internal data shows that students make outstanding progress in both phases. This does not match with the progress seen in lessons and in students' work which shows that the majority of students make progress which is above curriculum expectations.• The school's internal data shows that attainment is outstanding in both phases. This does not match with what was seen in lessons and in students work which shows that the majority of students attain above curriculum standards in both phases. There is no external data for social studies.• Overall, the majority of students in Phases 2 and 3 make good progress. The majority of students in Phase 2 demonstrate knowledge skills and understanding that are above curriculum standards. They develop a secure understanding of their civic responsibilities and knowledge of the economic features and activities of the UAE. However, not all students can apply their learning to other real-life contexts. In Phase 3, students discuss the role of young people in building and developing the country and the role of H.H. Sheikh Zayed bin Sultan Al Nahyan (may his soul rest in peace) in unifying the people of the Emirates and supporting Arab and Islamic causes. However, the ability of students to provide detailed answers to show deeper understanding of these concepts is less secure.• The majority of groups progress of students make above expected progress overall. Some high-attaining students are not challenged enough to make faster progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' secure understanding of their civic responsibilities and their knowledge of the economic features and activities in UAE• Students' understanding of the role of young people in building and developing the country.	<ul style="list-style-type: none">• Students' understanding of the role of H. H. Sheikh Zayed bin Sultan Al Nahyan (may his soul rest in peace) in unifying the people of the Emirates and supporting Arab and Islamic causes.• Students' deeper understanding of the economic features and activities in UAE.



English	<ul style="list-style-type: none">• Students' achievement in English is good overall. The school's internal data show that students make good progress in phase 1 and 3, and very good progress in Phase 2. No students are enrolled in English in Phase 4. This does not match what was observed in lessons and in students' work, which indicates that a large majority of students in phases 2 and 3, and a majority in Phase 1, make above expected progress.• The school's internal data shows that attainment is good in Phases 1 and 2, but acceptable in Phase 3. This does not match with the attainment seen in lessons and in students' work, which shows that most students reach curriculum standards in Phase 1, and the majority are above curriculum standards in Phases 2 and 3. External results show acceptable attainment in phase 2 and good attainment in Phase 3. Phase 1 has no external assessments.• The large majority of students in Phases 2 and 3, and a majority of children in Phase 1, demonstrate above curriculum-level language skills in English. Students listen actively and speak confidently in all phases. In Phase 1, children demonstrate understanding by retelling a story, but lack confidence in using the letter sounds to decode unfamiliar words. In Phase 2, students' mini booklets and 'shape' poems show imaginative writing, but the work of a few students lacks interesting detail and accuracy in punctuation and spelling. While students' reading is improved, their fluency is hampered by limited vocabulary. In Phase 3, the large majority of students can write for and against an issue and confidently defend their opinion in a debate. Students' structuring of extended writing to advance an argument or theme is less well developed.• The large majority of groups of students make better than expected progress. High-attaining students, including the gifted and talented (G&T), sometimes make slower progress than they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Phase 3 students' ability to write for and against an issue and confidently defend their opinion in a debate.• Children in Phase 1 ability to retell a story accurately.	<ul style="list-style-type: none">• Students' structuring of extended writing to advance an argument or theme in Phase 3.• Children in Phase 1 use of letter sounds to decode unfamiliar words.



Mathematics

- Students' achievement in mathematics is good overall. The school's internal data shows that students make good progress in Phases 1 and 2 and acceptable progress in Phases 3 and 4. This does not match fully with what is seen in lessons and in students' work, where the majority of students in all phases make progress which is above curriculum expectations.
- The school's internal data shows very good attainment in Phases 1 and 2 and acceptable attainment in Phases 3 and 4. This does not fully match what is seen in lessons and students' work, where most students attain in line with curriculum standards in all phases. External data shows acceptable attainment in Phase 2, good attainment in Phase 3, and acceptable attainment in Phase 4. There is no external data for Phase 1.
- The majority of students demonstrate age-appropriate mathematical knowledge, skills and use of mental mathematical strategies across all phases. In Phase 1, children solve simple word problems using objects/pictures, count reliably within 1 to 10, and use basic mathematical language ("join/add/all together"). However, independent recording is less consistent. In Phase 2, the majority of students use place value and number confidently, and apply percentage discounts to real contexts, choosing sensible strategies. In Phase 3, students apply formal methods and increasingly link learning to real contexts, for example, in geometry and measures. In Phase 4, most students apply logarithms to routine problems using log laws and inverse functions, but they lack fluency in selecting and combining laws and methods in unfamiliar problems.
- Overall, the majority of student groups make above expected progress. However, some students with SEN do not make sufficient progress.

Areas of Strength

- Students' confident use of mental mathematics across the school and their secure understanding of place value and number in the Phase 2.
- Students' use of formal methods in real contexts in Phase 3.

Areas for Improvement

- Students' application of learning to unfamiliar multi-step problems in Phase 4.
- Children in Phase 1 accurate independent recording of numbers and symbols.



Science	<ul style="list-style-type: none">• Students' achievement in science is good overall. The school's internal data shows that students make good progress in Phases 1 and 2, very good progress in Phase 3, and acceptable progress in Phase 4. This does not match with that seen in lessons and in student's work, which shows that most students make progress in line with curriculum expectations in Phase 1, and the majority make better than expected progress in Phases 2, 3 and 4.• The school's internal data shows that attainment is very good in Phase 1, outstanding in Phase 2, good in Phase 3, and acceptable in Phase 4. This does not match with that seen in lessons and in students work, which shows that most students attain in line with curriculum standards in Phases 1 and 2, and the majority of students attain above curriculum standards in Phases 3 and 4. Attainment in external tests in Phases 2, 3 and 4 is acceptable.• Most children in Phase 1 make expected progress in naming the young of different animals and in identifying their habitat. Children make observations and draw simple conclusions from what they have seen. In Phase 2, the majority of students can identify the properties of materials and their suitability for different purposes. Older students in this Phase develop their understanding of how simple electrical circuits work. The majority of students in Phase 3 can design an experiment to calculate the electrical current and the voltage for series and parallel circuits. In Phase 4, students make good progress in defining and calculating the enthalpy change of combustion and exothermic reactions. However, their application of the scientific method, through their investigative and independent experimental skills are less well developed in all phases. Laboratory reports are not detailed enough, especially in Phase 3• Overall, most groups of students make the expected progress in Phase 1, and the majority of groups of students make better than expected progress in Phases 2, 3 and 4. However, across all phases of the school, higher-attaining students could make stronger progress at times.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of electrical circuit design in Phase 3.• Phase 4 students' understanding of the concepts of enthalpy and exothermic reactions.• Children's scientific knowledge of their surroundings in Phase 1.	<ul style="list-style-type: none">• Students' ability to investigate independently and to report their findings in detail in Phases 3 and 4.• Students' use of the scientific method in all phases.



Other subjects

- Students' achievement in other subjects is good overall. The school's internal data shows that students make outstanding progress in all phases. This does not match with that seen in lessons and in students' work, where the majority of students in all phases make progress which is above curriculum expectations.
- The school's internal data shows that attainment is outstanding across the school. This does not match with that seen in lessons and in students' work, which shows that most students reach levels of attainment which are in line with curriculum standards in all phases. There is no external assessment data for other subjects.
- The majority of students make good progress in other subjects. In physical education (PE), students demonstrate good teamwork and coordination. They cooperate effectively in group activities, follow instructions confidently, and show increasing control of their movements during structured games and exercises. In Phase 3, students enjoy volleyball sessions and participate willingly in games, demonstrating accurate serving, passing, positioning skills, and understanding of rules. In Phase 2 computing, students use mathematics applications in scratch programs and recognize the importance of digital safety when using AI. In Phase 4, the majority of students use IT skills to simulate software. In Phase 1 art, children can assemble a 3D bunny using the provided materials. The finished work shows accurate use of shapes, appropriate folding, and neat gluing. However, creativity and imaginative skills across all phases is more limited. In music, students can sing using the musical ladder while maintaining a steady rhythm. They can also identify different tempos, and changes in dynamics in musical pieces. In humanities, students research 2025 events and participate in group discussions. In Phase 2 French, students can name the days of the week and the months of the year. They can identify and describe basic body parts using simple adjectives and form short sentences.
- Overall, the majority of groups of students make above expected progress. Higher-attaining students could make faster progress at times.

Areas of Strengths

- Students in Phase 2 ability to use computing applications and AI safely and effectively.
- Children in Phase 1 ability to assemble simple designs in art.

Areas for Improvement

- Students' application of knowledge to show creativity in other subjects.



Learning Skills	<ul style="list-style-type: none">• The overall rating of learning skills is good. The majority of students are engaged and focused on their learning. They have positive attitudes and are keen to learn. In lessons where activities are less engaging, students may be more passive. From Phase 1, children develop the skills of working collaboratively and build on these as they move through the school. Students engage in meaningful discussions, for example, in Year 9, students debated about the impact of innovation on culture demonstrating well developed debating skills and an ability to listen respectfully to the views of others. Students take responsibility for their learning, particularly in phases 3 and 4. This is less evident in Phases 1 and 2.• Students make frequent links to the real world and transfer their learning between the different subjects. For example, children in Phase 1 linked their learning in science about baby animals to the story of the Three Bears. Students' ability to know what they have done well, and how to improve their work, is less well developed because the use of self and peer assessment is inconsistent. Students are not routinely given opportunities to correct errors in their work, where they are identified.• Students use of technology is inconsistent across the school, and this limits the opportunities they have to engage in independent research. Similarly, the development of other higher-order thinking skills is less well developed across the school, but better in Phases 3 and 4. Innovation is stronger in the additional clubs and activities than it is in lessons.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' positive attitudes to learning.• Students collaborative work in groups and their ability to talk about their learning.	<ul style="list-style-type: none">• Students use of technology and innovation in lessons to support their independent research skills.• Students responsibility for their own learning.



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:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"> Students' personal and social development and innovation skills are very good. Students have positive attitudes to learning. They are responsible and self-reliant, responding well to critical feedback. Students show positive behaviour across the school day, ensuring a calm and pleasant atmosphere. Bullying is rare. Relationships between the students themselves and the staff are built on mutual respect. Students say that they help each other out when needed. Their teachers provide them with support at any time they need it. Students demonstrate secure understanding of safe and healthy lifestyles. They eat healthy food and understand the importance of physical activity. They participate daily in the morning assembly exercises. Students' council arrange activities to raise students' awareness about disease like breast cancer and diabetes. Students' attendance at 97% is very good. Punctuality to the assembly and lessons is good. 				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"> Students across the school have a very good appreciation and understanding of Islamic values and practices. They are clear about the influence of Islamic values on their life and UAE society. That is evident in the Islamic lessons and in activities where students recite the Holy Qur'an and the Noble Hadeeth in assemblies daily, celebrate Islamic events and apply Dhuhr prayer in the school's mosque. Students demonstrate a good knowledge of the heritage and culture of the UAE. They celebrate Islamic and national occasions with respect, such as Flag Day, National day, Martyr's Day and, acknowledge the role of leadership of the UAE at national and world level. Students understand their own culture, and that of other world cultures. Recently, links have been made with three schools in India and one in Armenia. Students in Phases 2, 3 and 4 have opportunities to work with their counterparts in other countries, sharing traditional stories and learning each other's national anthems. Students in Year 4 worked simultaneously with students in a school in India, completing a science experiment and sharing their conclusions. Students hosted an MUN conference and discussed topics such as women's rights and environmental issues. 				



Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none">• Students participate in initiatives in school and wider community, showing awareness of their roles in society. In all phases, students engage in charity activities with Red Crescent to help needy people. For example, children in Phase 1 bring food into school, which they sell and donate the money raised to charity.• Students show a positive work ethic. They are happy to participate in clubs and activities and create exhibitions that promote innovation. The student council contributes to projects and activities. However, innovation in lessons is limited in all phases of the school.• Students keep their classes and school clean and show good environmental awareness. For example, they ensure that the air conditioning and lights are turned off at the end of the day. Students in all phases participate in various recycling projects.				
Areas of Strength:				
<ul style="list-style-type: none">• Relationships and behaviour across school• Islamic values and appreciation of UAE culture and heritage				
Areas for Improvement:				
<ul style="list-style-type: none">• Student-initiated community involvement and volunteering work.• Promotion of innovation in lessons, to encourage creativity and to develop students' higher-order thinking skills.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

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

- The quality of teaching for effective learning is good overall, but very good in English in Phases 2 and 3. Assessment is good in all phases, except in Phase 1, where it is acceptable. While teachers demonstrate sound subject knowledge and an understanding of how students learn, the design and implementation of lessons is hampered by variability in the quality of planning templates. Plans typically have differentiation (3 groups) but insufficient challenge to extend the higher-attaining students, including those who are G&T.
- Respectful teacher–student interactions create a trusting environment where students feel safe to ask and answer questions. In the best lessons, such as in Phase 2 and 3 in English, teachers support thoughtful debate about current issues, such as the impact of disruptive technologies on society.
- In the best lessons, teaching strategies are tailored to provide appropriate levels of challenge. Teachers are increasingly using AI tools to adapt stories and texts for different attainment levels, supporting access for EAL and lower-attaining students. In the few acceptable lessons, teachers take little account of the wide attainment range in their classes.
- Teaching to develop critical thinking is seen in English lessons, problem-solving is a feature of mathematics, and enquiry skills are incorporated into science. Since the previous review, a whole-school focus on improving students' independent learning skills has been put in place, but this initiative is yet to lead to tangible results. There are pockets of innovation seen in extracurricular clubs, projects, and competitions. Beyond these examples, there is little evidence of teachers' promotion of higher-order thinking skills in lessons.

Assessment	Acceptable	Good	Good	Good
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- Internal assessments are mainly coherent and consistent, supported by moderation in Phases 2, 3 and 4. However, the school's comprehensive range of external, national, and international benchmarking indicates that internal assessment results are not yet fully aligned with curriculum standards. In Phase 1, there is no benchmarking. Continuous formative assessment enables monitoring of progress in the seven EYFS learning areas.
- Analysis of assessment data to monitor students' progress has improved. Class-level skills trackers are used to monitor students' progress and have been introduced in core subjects. These are used to identify gaps in learning and provide additional in-class support and interventions, resulting in improved reading, for example.



- The school's use of assessment information to influence teaching, the curriculum, and students' progress is still developing, limited by the outsourcing of services, so real-time data is not readily available.
- Teachers have a reasonable knowledge of students' strengths and areas to improve. However, the school's marking policy is not consistently applied, and a lack of rigour in the use of assessment limits its use to meet the needs of low- and high-attaining students, and those who are G&T. In Phase 1, verbal feedback and guidance are helping children to improve, but assessment is not used effectively in this phase to help plan lessons.

Areas of Strength:

- Teachers' subject knowledge and positive teacher–student interactions.
- Class skills trackers to monitor students' progress.

Areas for Improvement:

- Teaching to meet the needs of all groups and to promote higher-order thinking, especially for higher-attaining students and those who are G&T.
- The more rigorous use of assessment to plan for personalised learning and students' next steps, particularly in Phase 1.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none">• Curriculum design and implementation is good overall. It is broad, balanced, and has a clear rationale, fully meeting all statutory requirements of both the National Curriculum for England (NCfE) and the MoE curriculum. The curriculum is carefully planned to ensure continuity and progression.• There are an adequate range of curriculum choices offered, although students in Phases 3 and 4 benefit from many different course options. The school offers additional subjects such as French, art, PE, and information communication technology (ICT). There is a well-designed Arabic curriculum for Phase 1 and Year 1, which promotes children reading and writing skills.• Students also receive career counselling, individually, in groups, or in consultation with their parents. Participation in university and career fairs helps students explore their options and make informed decisions about future pathways. Cross-curricular links are thoughtfully planned and integrated into mathematics, science, and PE lessons.• The school conducts regular curriculum reviews to identify development priorities. However, these meetings are still in the early stages, sometimes lack rigour, and their impact is not consistently seen in lessons.				
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">• Curriculum modifications are mostly successful but do not yet fully meet the needs of all students, especially those who are higher-attaining, G&T students and those who are SEN. In addition, adaptations and modifications to the curriculum are not yet supporting students' enterprise and independent learning skills.• The school offers a range of extracurricular activities. Charity events provide opportunities to develop students' skills in social and personal development. Environmental awareness is promoted through assemblies and recycling activities. STEM activities promote students' innovation and thinking skills.• The curriculum strongly supports students' knowledge and understanding of Emirati culture and UAE society. It is well integrated into all aspects of students' lives through school assemblies, and celebrations of national festivals.				



Areas of Strength:

- Curricular pathways and choices provided in Phases 3 and 4.
- Connections to UAE culture and heritage.

Areas for Improvement:

- Modification of the curriculum to meet the needs of all groups of students, including high- and low-attainers, G&T, and students with SEN.
- Curriculum provision for enterprise and innovation.



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

The protection, care, guidance and support of students are very good overall.				
Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Child protection and safeguarding arrangements are comprehensive and securely embedded. Policies are reviewed regularly and communicated to staff, students and parents through digital systems (Horizon), and the school maintains secure records for staff and visitors. Students commit to a bullying-free culture through an anti-bullying pledge, reinforced by student-led initiatives such as value of the month (for example, 'kindness') and early intervention, particularly in Year 5.The school premises are very well maintained, safe and inclusive, supported by secure records for routine checks and servicing. Students are carefully monitored around the school through extensive CCTV coverage and robust gate and transport protocols. Medical staff are vigilant in routine checks (including dental/medical and vaccination requirements).The school promotes healthy lifestyles well through discussions, workshops, and parental engagement. Protection of the buildings from environmental risk is well planned. However, students' healthy food choices vary, due to gaps in parent and student awareness and lack of rigorous follow-up to ensure the adoption of healthy lifestyles.				
Care and support	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Relationships are very positive and mutually respectful, with a clear code of conduct and a well-communicated behaviour policy. Behaviour is well managed and students respond positively to expectations, resulting in a calm, orderly environment.Attendance and punctuality procedures are rigorous and effective. Recognition and reward for perfect attendance and punctuality are in place, and attendance is tracked thoroughly. This is reflected in very good overall attendance at 97% and reduced lateness.The school has an integrated inclusion policy, and systems to identify and support SEN students are in place. However, only 6 students are identified out of approximately 1,880, which suggests that identification is not consistently effective. Additional intervention and in-class support are provided for low-attaining students. The school has recently partnered with strengthen the screening and identification of G&T students. This is at an early stage and impact is still to emerge. Specialist capacity remains limited, with one SEN teacher, and the SEN coordinator is currently supporting the social-worker role.				



- Personal support is very effective, and concerns are followed up promptly. Well-being is promoted through structured provision and enrichment, including leadership opportunities such as MUN. Transitions are well managed, and older students receive clear advice and guidance for IGCSE options and AS/A2 choices. Students also attend careers weeks and university fairs.

Areas of Strength:

- Systematic supervision and record-keeping, and the robust transport and dispersal arrangements that reduce risk and support safe routines.
- Comprehensive, well-evidenced safeguarding, and health and safety systems.

Areas for Improvement:

- Consistency of innovation/project-based learning across the school.
- The in-class provision and support for SEN and G&T students.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

Self-evaluation and improvement planning

Good

Partnerships with parents and the community

Very Good

Governance

Good

Management, staffing, facilities and resources

Good

- Leadership and management are good overall. Leaders at all levels communicate the vision and mission of the school clearly to all stakeholders. Senior leaders have recently delegated responsibilities to Phase 3 leaders, who have received professional development to support them. Leaders are fully committed to the priorities of the UAE and to inclusion. A new SEN teacher has recently been appointed to ensure that students receive the support they require.
- All stakeholders are involved in the school self-evaluation form (SEF). A range of evidence is used, including internal and external data. Leaders analyse data but know that this is an area that needs further improvement. Parents, students and governors make suggestions which are discussed and sometimes adopted.
- Teaching and learning are monitored regularly although not consistently focused on student outcomes. The previous review recommendations have been addressed, although some are ongoing, and there is evidence of improvement over time. Leaders demonstrate good capacity to improve the school further.
- Parents are enthusiastic about the school, valuing the family atmosphere. Parents offer support on special activity days, for example, during poetry day. They help to organise cultural celebrations such as National day or Culture Day. Parents say that they can speak with teachers and leaders at any time if they have concerns. Reports are received regularly and provide information about their child's academic and personal development.
- There are international links with other schools. Students from Year 4 engage in online cultural exchange activities and in Year 9, students undertook a comparative study with a school in India. Members of the community visit the school to talk to students about different topics.
- The governing board is fully representative. All stakeholders are involved in decision making, offering suggestions for improvement, which are often adopted. Student governors have organised a support network for younger students taking examinations and have also organised an MUN conference.
- The ways in which school leaders are held accountable for school performance are not as rigorous as they could be. For example, while data is regularly shared, there is limited evidence of data being used to set leaders' performance targets. School data is shared with governors at



the monthly meetings and governors make frequent, focused visits to the school. They ensure that the school has appropriate resources, for example, new investment in Phase 1 has already yielded improved children's experiences. However, the library facilities are not conducive to promoting a love of reading for pleasure. Governors ensure the school complies with statutory requirements.

- The day-to-day management of the school is smooth and effective. Routines are fully in place and followed by all. For example, morning assemblies begin promptly each day, and students transition smoothly between classes ensuring lessons start punctually and no learning time is lost. Students adhere to leaders' expectations of behaviour and conduct.
- The school is well-staffed. Since the previous review, additional teaching assistants have been employed to support students who require additional help. Teachers benefit from regular professional development, including in Phase 1.
- The school's premises are safe, secure, and very well maintained. There are a wide range of facilities to enhance students' learning, including the provision of AI. However, the libraries, including for Phase 1, would benefit from some further investment. There are appropriate resources in classrooms to support learning.

Areas of Strength:

- Enthusiasm and determination of senior leaders to raise standards of achievement further.
- Strong relationships and partnerships, particularly with parents.

Areas for Improvement:

- Leadership skills of leaders in Phase 3, including in using the Inspection framework when making judgements about attainment and progress.
- Data analysis to inform school improvements planning and curriculum and lesson design.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 29 teachers for Arabic with a teacher to student ratio of 1:65. There is a head of department for Arabic medium subjects and for Islamic Education.
- The school has two libraries, one for Phases 1 and 2 and the other for Phases 3 and 4. The total number of Arabic books is 3780 in Arabic, with 2321 Arabic fiction books and 1459 non-fiction books. Students can borrow books, and they have a timetable for regular visits to the library. There is a platform for the eBooks for all phases.
- There is a limited range of books in classrooms, particularly in Phases 1 and 2, and students read from workbooks and texts displayed on smartboards. Students also have access to e books that the school uploads.
- Students participate in weekly clubs, such as the Holy Qur'an recitation and Arabic calligraphy, as well as reading competitions such as the Arabic Reading Challenge. The school provides pull-out sessions for students who struggle with reading in Phase 2 and provides them with individual tuition. The school encourages parents to support their children's reading and provides them with appropriate guidance.

The school's use of external benchmarking data

- The school ensures full compliance with SPEA. In the most recent assessments, 100% of eligible students entered TIMSS, 93% PIRLS, 94% PISA, 94% CAT4 and 100% PT-GL 100% of students were entered into IGCSE, Cambridge International Examinations.
- The curriculum complies with awarding body standards. Regular assessments enable teachers to identify students requiring additional support in lessons, or through revision classes or examination techniques. With SPEA support, students are registered on the Cerebry platform to prepare for PISA, using practice activities. Relevant teachers have completed the required 30 hours of training. Guidance frameworks from TIMSS and PIRLS are also used to prepare students for these assessments. Regular practice opportunities are provided to support students with CAT4 and Progress tests, plus IBT and Tala. The response and participation of students in these assessments is almost 100%.
- International test results are shared with students through individual report cards. Teachers explain the results to help students understand their strengths and areas for improvement. Parents are also informed and follow up support is provided.

Provision for KG

- In the early years foundation stage (Phase 1) there are 10 teachers and 10 teaching assistants, giving a ratio of 1:21 per teacher or 1:10 per adult. There are 214 children.
- All classrooms have interactive smart boards. Classrooms are of an adequate size and there are additional activity rooms. One contains tasks to support the development of fine motor skills, through threading, using modelling doh, fastening zips and buttons etc. Classes use these rooms

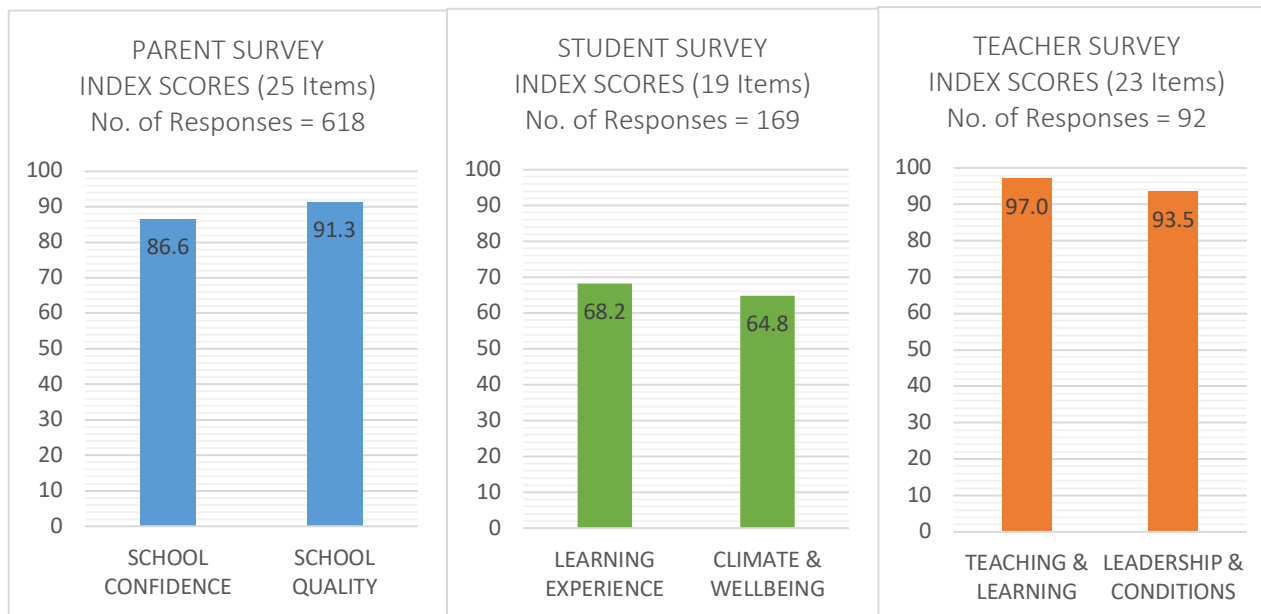


weekly, with half the class in each room and then changing over. Children benefit from designated art and music rooms.

- The curriculum has been overhauled and now features opportunities for children to make cross curricular links in active, independent learning. However, the leader recognises that this is still a work in progress. There is no designated library space, although the leader would like one. There are small book areas in each classroom, where teachers create story corners where children can engage in role play, but the number and choice of books is limited.
- Outside, there are story corners in addition to resources to support the development of gross motor skills, such as slides, swings, climbing equipment. The outdoor equipment is replicated inside for use during the hot summer months when children cannot play and learn outside.
- Before children start school there are parent orientation meetings which includes a presentation about the curriculum, and a tour of the school to visit classrooms. Children are introduced to Jolly phonics. For the first three days of the term, children only come to school for half a day.
- During the third term, Year 1 teachers come to the foundation stage to familiarise the children with new teachers. There are meetings between teachers, and a transition report is shared.
- There is daily communication with parents. Parents come and talk to the teacher on the first day of school in September. On event days, there are opportunities for parents/teachers to meet and mix informally.
- There is no Pre-FS provision in the school.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve the impact of leadership and management, by:
 - Ensuring that all leaders, particularly Phase 3 leaders, use the UAE School Inspection Framework accurately when making judgements about teaching and learning, and attainment and progress.
 - Ensuring that the monitoring of teaching and learning focuses more clearly on student outcomes rather than teacher behaviours, or performance.
 - Designing and implementing a self-evaluation cycle that informs school improvement planning.
- Further improve the quality of teaching and the effectiveness of assessment, by:
 - Ensuring that lesson plans are consistent in format and include activities for all groups of students, including those with SEN or those who may be G&T.
 - Using data more effectively to inform lesson planning to ensure that tasks are appropriately challenging for high-attaining students or those who are G&T.



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.