



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN  
Programme

# School Performance Review REPORT | (SPR)

**Leaders Private School**

4 to 7 November 2024



إتقان ITQAN

**Overall Effectiveness**  
**GOOD**

## TABLE OF CONTENTS

<b><u>PURPOSE AND SCOPE</u></b> .....	2
<b><u>THE SCHOOL PERFORMANCE REVIEW PROCESS</u></b> .....	3
<b><u>SCHOOL INFORMATION</u></b> .....	5
<b><u>SUMMARY OF REVIEW FINDINGS</u></b> .....	7
<b><u>MAIN REVIEW REPORT</u></b> .....	9
<b><u>Performance Standard 1:</u></b> .....	9
<b><u>Students’ Achievement</u></b> .....	9
<b><u>Performance Standard 2:</u></b> .....	18
<b><u>Students’ personal and social development and their innovation skills</u></b> .....	18
<b><u>Performance Standard 3:</u></b> .....	20
<b><u>Teaching and assessment</u></b> .....	20
<b><u>Performance Standard 4:</u></b> .....	22
<b><u>curriculum</u></b> .....	22
<b><u>Performance Standard 5:</u></b> .....	23
<b><u>the protection, care, guidance and support of students</u></b> .....	23
<b><u>Performance Standard 6:</u></b> .....	25
<b><u>Leadership and management</u></b> .....	25
<b><u>SPEA ADDITIONAL focus areas</u></b> .....	28
<b><u>VIEWS OF Stakeholders</u></b> .....	29
<b><u>STRATEGIC RECOMMENDATIONS &amp; NEXT STEPS</u></b> .....	29



## PURPOSE AND SCOPE

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

### Purpose

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

### Scope

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

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

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

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

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

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

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

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

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

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

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

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

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

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

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

### Judgements



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

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

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

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



## SCHOOL INFORMATION

School	School ID	138
	School location	Al Azra School Zone, Sharjah
	Establishment date	24/10/2004
	Language of instruction	English
	School Curriculum	Central Board of Secondary Education (CBSE)
	Accreditation body	CBSE
	Examination Board	CBSE
	External Assessments International and Curriculum Benchmark Assessments	Assessment of scholastic skills through Educational Testing (ASSET), Programme for International Student Assessment (PISA), Progress in International Reading Literacy Study (PIRLS), Trends in International Mathematics and Science Study (TIMSS), Central Board of Secondary Education (CBSE)
Staff	Fee Range	AED 8,300 to AED 13,300
	Principal	Rafia Zafar Ali
	Chair of board of governors	Othman Mohamed Sharif Zaman
	Total number of teachers	115
	Total number of teaching assistants	8
	Turnover rate	11%
Students	Teacher: student ratio	1:18
	Total number of students	2060
	Total number of students per cycle/phase	Cycle/Phase 1: 234 Cycle/Phase 2: 607 Cycle/Phase 3: 562 Cycle/Phase 4: 517
	Pre-KG: number and gender	Boys: 43      Girls: 52
	KG: number and gender	Boys: 105      Girls: 129
	Primary: number and gender	Boys: 301      Girls: 306
	Middle: number and gender	Boys: 291      Girls: 316
	High: number and gender	Boys: 249      Girls: 268
	Total number of Emirati	0



	students	
	Pre-KG: Emirati number and gender	Boys: 0      Girls:0
	KG: Emirati number and gender	Boys: 0      Girls:0
	Primary: Emirati number and gender	Boys: 0      Girls:0
	Middle: Emirati number and gender	Boys: 0      Girls:0
	High: Emirati number and gender	Boys: 0      Girls:0
	Nationality groups (largest first)	1. Indian
		2. Pakistan
	Total number of students with special educational needs	22



## PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
<b>GOOD</b>	<b>GOOD</b>

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of reviewers' 144 lesson observations, 58 of which were carried out jointly with school leaders.

#### SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is the same as in the previous review visit.

The overall effectiveness of the school is good, maintaining the overall judgement of the school awarded in its previous review. There have been improvements in Arabic as a second language, English in KG and Primary, mathematics in KG and Middle, and in science in Middle since the last review. Student's attainment and progress are now at a good level in most subjects across phases. In Arabic as a second language, in Primary, Middle and High students' attainment is acceptable and in science in KG children's progress and attainment are acceptable. Learning skills, teaching and assessment have improved since the last review to good in KG. Almost all aspects of students' personal and social development are now very good. All other performance indicators, including for teaching, assessment, curriculum, health and safety, care and support, and leadership and management are good overall.

#### KEY AREAS OF STRENGTH:

- Students' good achievement in most subjects.
- Students' personal and social development and responsibility.
- Students' understanding of Islamic values and awareness of Emirati and world cultures.
- The good quality of teaching and learning across the school.
- The successful implementation of the school's procedures for ensuring health, safety, care and support for students and others in the school community.
- The leaderships successful promotion of a culture of improvement.

#### KEY AREAS FOR IMPROVEMENT:

- Students' attainment in Arabic as a second language.





- The teaching of science in KG against a clear curriculum framework to develop children's knowledge, skills and understanding.
- The support for teachers in using data to meet the learning needs of all groups of students, particularly higher-attaining students and students with gifts and talents.
- The further refinement of the school's approaches to self-evaluation and improvement planning and implementation.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is good overall.**

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as an additional Language)	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
Other subjects (Arts, PE, humanities)	Attainment	Acceptable	Good	Good	Very Good
	Progress	Acceptable	Good	Good	Very Good
Learning Skills		Good	Good	Good	Good



Islamic Education	<ul style="list-style-type: none"><li>Students' achievement in Islamic education is good across the school. In lessons and students' work, the majority of students make better than expected progress in Primary, Middle and High. This does not match with the school's assessment data that shows outstanding progress overall and over time.</li><li>Internal assessment data indicates that almost all students in the three phases attain above curriculum expectations. This is not evident in lesson observations or in their work where the majority of students in Primary, Middle and High attain above curriculum expectations. There are no externally benchmarked assessments in Islamic Education.</li><li>In Primary, students know about the five pillars of Islam and can recite short verses from the Holy Qur'an and understand their meaning. Higher-attaining students can recall and recite longer passages. In recitation, almost all students apply Tajweed rules. Progress in these aspects continues throughout Middle and into High. In Grade 9, a minority of students have difficulty in referring to the Noble Hadeeth for evidence to support their ideas about Islamic economics. Students in all phases know the public places morals.</li><li>The majority of groups of students make better than expected progress. Higher-attaining students do not make the progress of which they are capable.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Student's knowledge of the five pillars of Islam in Primary.</li><li>Students' knowledge of the Islamic morals, values and etiquette across phases.</li><li>Students' recitation skills, including Tajweed rules across the school.</li></ul>	<ul style="list-style-type: none"><li>Students' ability in High to provide evidence from the Noble Hadeeth to support their views, particularly in relation to Islamic economics.</li></ul>



Arabic	<ul style="list-style-type: none"><li>Students' achievement in Arabic as a second language is acceptable overall. In lessons and students' work, the majority of students make better than expected progress. This good level of progress does not match with the school's assessment data that shows very good or outstanding progress at different phases and over time.</li><li>Internal assessment data indicates that a large majority of students attain above curriculum standards. This very good level of attainment is not evident in lesson observations or students' work, where the majority of children in KG attain above curriculum standards and most students in the other phases attain in line with curriculum standards. There are no externally benchmarked assessments in Arabic as a second language.</li><li>In KG, children know the alphabets, phonics, can read and distinguish letters inside words. In Primary, most students can read and write in line with the curriculum standards. In Middle, most students can read, explain meanings, and copy words and sentences in appropriate handwriting. In Primary and Middle, few students can read with fluency above standards. Students' ability to read and to answer comprehension questions is a strength across the school. Spelling skills are less well developed across the school, including in Grade 9 (High).</li><li>Most groups of students make expected progress. The gifted and talented (G&amp;T) students do not consistently receive a high level of challenge to extend their learning.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Children's phonics and reading skills in KG.</li><li>Students' ability to read and to answer comprehension questions across the school.</li><li>Students' handwriting skills in Middle.</li></ul>	<ul style="list-style-type: none"><li>Students' accuracy in spelling across the school.</li><li>Reading fluency in Primary and Middle.</li></ul>



Social Studies

- Students' achievement in social studies is good across the school. In lessons and students' work, the majority of students make better than expected progress in Primary, Middle and High. This good progress does not match with the school's assessment data which shows students' outstanding progress across the school.
- Internal assessment data indicates that almost all students attain above curriculum expectations. This does not match with that seen in lessons and in students' work, which shows the majority of students attain above curriculum expectations. There is no external data for social studies.
- In Grade 2, students can name the seven Emirates and know about H.H. Sheikh Zayed bin Sultan al Nahyan (RIP) and the founding of the UAE. Progress continues from there throughout Primary. Most students know about UAE campsites, hotels and Dubai safari and make some comparisons with other countries in relation to entertainment facilities. In Middle, students show knowledge of economic principles and systems, how markets operate, and the role of the government in the development of the national and global economy. A majority of students make better than expected progress in these topics. A minority of students are not aware of the links between gold prices and currency values.
- There is no significant variation in the rates of progress made by different groups of students.

**Areas of Strength**

- Children's knowledge of the seven Emirates, H.H. Sheikh Zayed bin Sultan al Nahyan (RIP), and the founding of the UAE in KG.
- Students' knowledge of tourism, UAE geography landmarks in Primary, and the development of the national economy in Middle.

**Areas for Improvement**

- In Middle, students' knowledge of the currency value related to gold prices.



English	<ul style="list-style-type: none"> <li>Students' achievement in English is good overall. In lessons seen and, in their work, the majority of students make better than expected progress across all phases. This does not match the school's internal data which shows that attainment is outstanding in Primary, Middle and High and very good in KG.</li> <li>External data indicates that a large majority of students in Primary, Middle and High attain levels above curriculum standards. In lessons observed and in students' work across these phases, students' attainment is good in relation to curriculum standards and in KG broadly in line with curriculum standards. Students' attainment in external CBSE examination results for Grades 10 and 12 indicate outstanding attainment in High. Similarly, ASSET testing indicates outstanding attainment in Primary and Middle. These, and the outstanding attainment in internal assessments for KG, do not match lesson observations and children's work where attainment is good for the majority of children in KG and students in Primary, Middle and High.</li> <li>In Primary, students can comprehend stories well and confidently reimagine a different end to a story they then write about. In Middle, students show good listening and speaking skills and can co-operate effectively to prepare presentations of their work in groups, in pairs and as individuals. Middle students make good gains in their reading and writing skills. They can skim and scan text for specific information to inform writing an informal letter. In High, students can write dialogue for and against an issue and can distinguish the most appropriate register for formal and informal contexts. Students' skills in extended writing are developing well in Middle and High.</li> <li>A majority of students make better than expected progress across all phases. Higher-attaining students and G&amp;T students do not always make the progress of which they are capable as they are not always sufficiently challenged through specific tasks to meet their learning needs.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' results in external examinations.</li> <li>Students' imaginative writing in Primary and presentations in Middle.</li> <li>Students' writing for different purposes in Middle and High.</li> </ul>	<ul style="list-style-type: none"> <li>Support and challenge for students, especially higher-attaining students, to make better than expected progress and attain above curriculum standards in lessons.</li> </ul>



## Mathematics

- Students' achievement in mathematics is good. In lessons and in their work, the majority of students across all phases make better than expected progress.
- The schools' internal assessment data indicates students' outstanding attainment in KG, Primary and Middle. ASSET external attainment data in mathematics is very good. This does not match with that seen in lessons and in students' work where the majority of children in KG and students in Primary and Middle, attain above curriculum standards. In High, external CBSE results are very good. This does not match with that seen in lessons and students' work where the majority of students. attain above curriculum standards
- In KG, children are confident counting the number of objects in a collection and can use numbers in comparisons. Their ability to form number sequences from 10-20 is less well developed. In Primary, Middle and High, students' mental mathematical and data skills are strong. Students' ability to represent data and make links to the real world are also strong, particularly in Middle and High. In Primary, students are particularly adept at identifying and describing 2-D shapes. They are less skilled when comparing shapes by reference to their sides and corners (vertices). In Middle, students have a secure understanding of the line of symmetry. They are less secure in applying their knowledge. In High, students have a well-developed understanding of algebra and trigonometry. They are confident in measuring the angles and sides of different quadrilaterals and identifying patterns in the relationship among them. They are less confident in generalising patterns to find rules and formulae.
- Overall, the majority of student groups make better than expected progress.

### Areas of Strength

- Students' mental mathematical skills across Primary, Middle and High.
- Students' ability to represent data and make links to the real world, particularly in Middle and High.

### Areas for Improvement

- Children's understanding of number sequences in KG.
- Skills in generalising mathematical patterns to find rules and formulae in High.



Science	<ul style="list-style-type: none"><li>Students' achievement in science is good overall. Progress over time, as measured by internal assessments, shows that progress in KG is very good, in Primary and Middle outstanding, and in High good. This does not align with review findings in lessons and in students' work; most children in KG make expected progress and the majority of students in Primary, Middle and High make better than expected progress.</li><li>Internal assessments indicate very good attainment in KG and outstanding attainment in Primary and Middle and good in High. External ASSET assessments show good attainment in Primary and very good attainment in Middle. External CBSE results show very good attainment in Grade 10. Grade 12 students achieved good attainment in physics, very good attainment in chemistry, and outstanding attainment in biology. These assessments do not always match attainment seen in lessons and recent work; most children in KG attain in line with curriculum standards and the majority of students attain above curriculum standards in all other phases.</li><li>Children in KG develop early observation skills by identifying patterns in nature, such as the stages in a butterfly's life cycle. Their skills in investigation and exploration are emerging. By the end of Primary, students deepen their scientific knowledge, describing matter and its properties, digestive system functions, and skeletal and muscular structures using appropriate scientific terminology. In Middle, students apply their knowledge to test electrical conductivity using simple circuits. Investigative skills and hypothesis-testing through the scientific method, are developing across Primary and Middle. High students conduct practical work by following teacher-guided, pre-designed experiments and applying the scientific method. In Middle and High, students use online simulations to illustrate scientific concepts. Students across all phases consistently connect scientific concepts they learn to real-life applications.</li><li>Lower-attaining and students with special education needs (SEN) generally make expected progress, while high-attaining students typically make better than expected progress.</li></ul>	
	Areas of Strength	Areas for Improvement





	<ul style="list-style-type: none"> <li>Students' use of scientific terminology in Primary and the ability of all phases to apply their scientific concepts to real-life contexts.</li> <li>Students' effective use of online simulations to visually demonstrate concepts in Middle and High.</li> </ul>	<ul style="list-style-type: none"> <li>Children's early scientific knowledge and skills in investigation and exploration of the world around them in KG.</li> <li>Students' investigative skills in Primary and Middle, including hypothesis formation and testing using the scientific method, and the independent design of experiments to test hypotheses in High.</li> </ul>
Other subjects	<ul style="list-style-type: none"> <li>Students' achievement in Art, PE, music and humanities is good overall. Lesson observations of other subjects sampled during the review show that most children in KG make expected progress in art, music and physical movement. In lessons, the majority of students in music and PE make better than expected progress in Primary and Middle, for example in drumming, karate and basketball. Students in High make very good progress.</li> <li>Internal assessments for PE and art indicate outstanding attainment across all phases, and attainment in music in Primary is indicated as outstanding. Internal assessments in history, political science and sociology at High indicate outstanding attainment. Internal and external test results in economics and business studies indicate very good attainment, and accountancy is rated as acceptable using the same combination.</li> <li>Lessons observed in humanities subjects at High indicated good or very good levels of attainment and progress as students engage in discussion and debate and develop research and enquiry skills.</li> <li>In lessons seen, there was no significant variation in the progress made by different groups.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' progress and attainment as seen in some lessons in High.</li> <li>Students' enthusiastic participation in drumming, karate and basketball lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Consistency in attainment and progress across non-core subjects, particularly in KG.</li> </ul>



Learning Skills

- Students' learning skills are good overall. Students show good enthusiasm in most lessons and engage well in their own learning. Positive attitudes ensure that they take good responsibility for learning throughout all phases. In KG, children's learning is now far more independent, allowing them to engage, enjoy and take more responsibility for their own learning.
- Students collaborate and communicate well in pairs, individually and in groups and they can explain their learning clearly. For example, senior students in a business lesson worked well together to research new products and make presentations on marketing to their peers, who questioned the presentations in a very mature manner. Collaboration and communication are less well developed in KG. The recent change to the approach to learning is having a positive impact on children's confidence in KG and their ability to articulate their learning at age-appropriate levels.
- Students' application of learning to the world is well developed. Sociology students understand the impact of key thinkers and the enlightenment on the modern world. In Grade 10, students understand the impact of negative social media on themselves and on wider societal values. Students' ability to make links and connections between areas of learning are best developed in the planned learning that takes place in the older age phases.
- There are positive examples of students' innovation that have taken place throughout the school. Students' critical thinking and problem-solving skills are less well developed in all phases. Students use enquiry and research skills together with learning technologies in their work, but their use is inconsistent across subjects and phases.

Areas of Strength

- Students' attitudes to, engagement with, and responsibility for their learning in all phases.
- Students' ability to interact enthusiastically with one another and with adults in all phases.

Areas for Improvement

- Students' enquiry and research skills with learning technologies in all phases.
- Students' critical thinking and problem-solving skills across the school.



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

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

Indicators:	KG	Primary	Middle	High
<b>Personal development</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>Students' personal development is very good overall across the school. Students have positive and responsible attitudes to others and to their work. They are self-reliant, and they seek and respond very well to critical feedback. Students consistently show self-discipline and interact positively with others. They work collaboratively to resolve conflicts, and bullying is very rare, fostering a harmonious and supportive learning environment.</li><li>Relationships among students and with staff are respectful and considerate, with students showing empathy and actively supporting each other. This sensitivity to others' needs helps to create a cohesive community. Students demonstrate a secure understanding of health and safety by actively participating in physical activities and usually making nutritious food choices.</li><li>Students maintain an attendance of 96%, which is very good, and arrive on time to school and lessons.</li></ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>Students have a secure understanding of Islamic values and their influence on life in the UAE. They recognise the spirit of tolerance, respect for others, and support for diversity, as well as charitable initiatives that reflect these values within the country.</li><li>Students demonstrate a deep knowledge and respect for UAE heritage and culture through celebrations such as Flag Day and National Day, and they embrace and understand the remarkable progress and transformation of the UAE over time.</li></ul>				



- Students hold a deep pride, awareness, and strong knowledge of their own culture and are steadily broadening their understanding of other cultures through activities like International Culture Day. Exposure to diverse work related to other cultures in English language lessons is further developing their global cultural awareness.

**Social responsibility and innovation skills**

**Good**

**Very Good**

**Very Good**

**Very Good**

- Students across all phases willingly volunteer and actively participate in community activities that positively affect the school and the local community. They initiate and lead efforts such as celebrating Labour Day by distributing gifts to workers. Students in upper phases participate by visiting homes for the elderly, organising beach clean-up campaigns, supporting the Red Crescent and Big Heart Foundation, and leading hair donation drives for cancer patients.
- Students demonstrate a strong work ethic, independently initiating and managing projects such as a well-maintained garden planted with nutrient-rich compost, using recycled bottles, tyres, and other sustainable materials. Most participate in the TECCEX 2024 innovation exhibition, where some have won awards for innovation and creativity. Their projects showcase diverse ideas, including a river-cleaning robot, a smart fan with sensors, a smart health monitor, and a school bus monitoring system. KG children's age-appropriate innovation skills are less well developed. Encouragement of innovation skills is yet to be fully embedded in lessons.
- Students are well aware of environmental issues, including sustainability. They participate in projects such as planting trees in the school yard. The ECO Club members showcase impactful projects like a plastic collection drive for recycling and the Used Book Initiative for the Emirates Environmental Group. They celebrate Earth Day, World Environment Day, and World Ocean Day with enthusiasm.

**Areas of Strength:**

- Students' positive attitudes, behaviour, relationships and self-discipline.
- Students' understanding of the impact of Islamic values on UAE society, Emirati culture, heritage, and innovation in school activities.
- Students' demonstration of social responsibility and innovation.

**Areas for Improvement:**



- Development of students' skills in innovation and creativity within lessons, particularly at an age-appropriate level in KG.

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

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

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
<ul style="list-style-type: none"><li>• The quality of teaching and assessment is good overall across all phases. Most teachers consistently apply their subject knowledge and understanding of student learning. Lessons are purposefully planned with clear learning objectives, using a variety of resources and strategies, including group and paired work, to engage students. Lesson plans detail adaptations for different learning needs, aimed at supporting both higher and lower attainers. Teachers follow this structure, using time and resources effectively to foster successful learning.</li><li>• Teachers create interesting learning environments in which students interact positively. Teachers' questioning in KG and Primary provide inconsistent opportunities to extend learning and deepen students' critical thinking. In Middle and High, teachers' questioning often encourages students to engage in extended, meaningful discussions. Teaching in KG has improved from a previous acceptable level to good.</li><li>• Lessons generally address the needs of most students using a range of strategies, including differentiated tasks. Higher-attaining students and students with G&amp;T are not always challenged to reach their full potential.</li><li>• The promotion of independent learning is typically strongest in humanities in High, English and science.</li></ul>				
Assessment	Good	Good	Good	Good



- Assessment is good across all phases. External assessments are used effectively to compare students' academic outcomes with national and international expectations. The school uses CAT4 to assess students' potential, and external benchmark tests such as TIMSS, IBT and CBSE to compare students' attainment with national and international standards. Internal assessments link to the school's curriculum; in several subjects, the assessments are out of line with attainment and progress as seen in subjects.
- While in some subjects assessment information is analysed and used to identify gaps in students' knowledge and skills and to monitor their individual progress effectively, its use for these purposes is not yet consistent across subjects and phases. Teachers use assessment information to influence their teaching, but this does not consistently ensure well-matched provision to meet the needs and enhance the progress of higher attaining students and G&T students.
- Teachers have good knowledge of the strengths of individual students and provide some challenge, support and feedback in lessons to students. The quality of marking and feedback varies across subjects and phases. Students' use of rubrics to help them structure tasks and understand how well they are learning offer positive and supportive features. Marking and formative feedback to help students to improve, remains inconsistent.

#### **Areas of Strength:**

- Teachers' purposeful lesson plans with clear learning objectives which are generally implemented well across the school.
- Teachers' positive interactions with children and students in all phases.
- Teaches use of time and resources using a variety of resources and strategies, including group and paired work, to engage students.

#### **Areas for Improvement:**

- The promotion of critical thinking and independent learning across the school.
- Teachers' use of assessment data to influence their teaching and match learning activities more closely to meet students' individual needs, particularly higher attaining students and students with G&T in all phases.
- Teachers' use of a consistent approach to verbal and written feedback on students' work to include next steps guidance.



## PERFORMANCE STANDARD 4: CURRICULUM

**The quality of the curriculum is good overall.**

Indicators:	KG	Primary	Middle	High
<b>Curriculum design and implementation</b>	<b>Acceptable</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The quality of the curriculum design and implementation is good in Primary, Middle and High and acceptable in KG. The CBSE curriculum offers a broad, balanced experience as students move through the phases with continuity and progression, preparing senior students for external examinations. The curriculum meets statutory requirements including the MoE curriculum requirements. The KG curriculum is less clearly defined to ensure fully appropriate breadth, balance, continuity and progression.</li><li>A range of curricular options provides older students in Grades 10,11 and 12 with choices to meet their interests and aspirations. Close consultations with parents and students help inform decisions about subjects, courses and career choices, ensuring they are fully prepared for their chosen careers and future educational pathways. Cross-curricular links are well-planned and are a feature of most lessons. In better lessons, teachers use real life, wider world examples and the UAE context to extend students' learning further.</li><li>Termly reviews update the curriculum content, teaching and processes. These reviews consider students' performance data and the needs of the external benchmarking tests and examination board requirements in High.</li></ul>				
<b>Curriculum adaptation</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Curriculum adaptation has improved and is now good overall. Curriculum modifications are generally well planned to meet the needs of most groups of students. The modifications do not consistently ensure sufficient challenge for higher-attaining or G&amp;T students in all subjects.</li></ul>				



- The school provides a wide range of extra-curricular activities and competitions that further develop students' personal and wider interests. The development of innovation skills is successfully achieved through out-of-class activities, though less effectively in day-to-day lessons.
- The curriculum supports students' in developing very good knowledge and understanding of the heritage and culture of the UAE and Islamic values. Students regularly recite verses from the Holy Qur'an in morning assembly. Islamic values are well integrated in all aspects of students' lives through assemblies, lessons and the celebration of national festivals and events.

#### Areas of Strength:

- The breadth, balance, continuity and progression in the curriculum.
- The curriculum options and support for parents and students in career choice.
- The development of a wide range of students' knowledge and skills through an extensive range of out-of-class activities.

#### Areas for Improvement:

- The definition of the KG curriculum to ensure fully appropriate breadth, balance, continuity and progression.
- The levels of challenge and support for all groups to promote the highest levels of attainment, progress and learning skills, particularly for those students who are higher attaining, and G&T students.

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

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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements	Good	Good	Good	Good





for child protection /safeguarding				
<ul style="list-style-type: none"><li>The protection, care, guidance and support of students are good overall. The schools' procedures for the safeguarding of students and child protection are appropriate and implemented effectively at all phases. They are shared with stakeholders. Policies are reviewed regularly, and all staff receive frequent training. There is an accurate up-to-date register of all adults who work or are involved in the school. The school is effective in ensuring all students are protected from all forms of bullying, including online. The school is active in teaching students how to stay safe online and in social media.</li><li>All stakeholders are proactive about health and safety and the arrangements for the safety, security, and hygiene of the school. The school carries out daily health and safety checks, along with risk analyses for all student related activities, inside and outside school, such as sports events or educational visits. Risk assessments are recorded, and subsequent action is taken to meet the health and safety expectations of the school community. Students are well supervised in school and on bus journeys to and from school. The school conforms to all legal requirements including the Civil Defence regulatory requirements on regular emergency and fire drills. The building and equipment are suitably maintained to meet the needs of students in all phases. The school offers a safe and secure learning environment for all school community members. The school has accessibility points and features for people with mobility or physical disabilities, such as a ramp and lift access.</li><li>The school canteen serves a range of healthy food and drinks, to all members of the school. Access to fresh drinking water is readily available. The schools medical team informs students about healthy lifestyles through a healthy living programme. Exercise and fitness are promoted through various school initiatives, organised by the P.E department and the clinic. The school has well-equipped medical clinics in the boys' and girls' sections of the school, staffed by nurses and a resident doctor. All medicines are locked in a fridge inside the clinic and nurses supervise and administer the medication to students as and when required. The nurses keep up-to-date accurate paper-based records. The outdoor play areas have protective padding on surfaces students play on and there is appropriate shading in the recreational areas to protect all school members from direct sun exposure.</li></ul>				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none"><li>Staff develop positive relationships with the students. There is a climate of trust and respect in the school. The school has positive behaviour management systems in place. As a result, almost all students manage their own behaviour very effectively in and around the school.</li><li>The school keeps accurate records of attendance and punctuality and has effective systems and procedures in place to raise attendance levels and punctuality, including follow up of unauthorised attendance and lateness. The school's promotion of regular attendance and punctuality has improved over time.</li></ul>				



- The school is inclusive and provides a welcoming environment for students with SEN and students with Additional Learning Needs, (ALN). Admissions procedures ensure that SEN and ALN students are identified, and plans are put in place to support their learning. The school has formal processes for identifying students with G&T.
- A counsellor and inclusion specialist assist with identification and support of students with SEN, ALN or G&T. Some modifications have been made to accommodate the range of special educational needs, and a large majority of students needs are being catered for through Individual Education Plans (IEPs), with targets that are reviewed periodically. More work is needed to develop appropriate support mechanisms to enable students with G&T and those with SEN to make the fullest personal and academic progress.
- Staff monitor the well-being and personal development of students appropriately. Students can discuss any concerns with counsellors. All students have access to appropriate advice and guidance on academics, careers, and personal development. The career guidance service supports students personal and career choices enabling students to explore the different universities around the world and courses, careers and apprenticeships they might be interested in.

#### Areas of Strength:

- The very successful promotion of positive student behaviour and student-staff relationships.
- The creation of a safe, secure and hygienic environment in which child-protection and safeguarding are accorded the highest priority.
- The general and career advice and guidance.

#### Areas for Improvement:

- The consistent provision and support for students with SEN and G&T students so that they make the progress of which they are capable.

### PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

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

#### Indicators:

**The effectiveness of leadership**

**Good**



- Leadership and management are good overall. The well-respected principal is ably supported by her vice-principal in setting a clear strategic vision and driving a successful culture of improvement. All leaders are committed to the UAE National and Emirate priorities. Relationships between and among senior staff, middle leaders and teachers are exemplary.
- The quality of educational leadership has improved, with resulting enhancement in aspects of students' learning and personal development. While most leaders demonstrate secure knowledge of the curriculum, awareness of best practice in teaching and assessment is less consistent. Collectively, leaders have ensured good levels of provision and academic outcomes for students, and their very good personal and social development across the school.

#### Self-evaluation and improvement planning

**Good**

- Leaders employ a wide range of approaches to gathering and analysing information on the quality of the school's work, including surveys, data analyses and observations of the quality of lessons. Understanding of the UAE Inspection Framework is not fully developed and, as a result, evaluations of strengths and weaknesses are not always accurate. For example, lesson observations do not focus sufficiently on students' progress. Nevertheless, the school has managed to plan and implement improvements in some respects in almost all performance standards.

#### Partnerships with parents and the community

**Good**

- Parents have very positive views about the school. They feel it offers value for money and is a safe and nurturing community. They value the school's open-door policy and leaders' responsiveness and think that outward communication channels are very effective. They enjoy a wide range of opportunities to be involved in the life of the school, and a parent council is increasingly having an influence on strategic matters. Reports to parents are helpful but do not fully set out students' next steps in learning.
- A broad range of community and local partnerships is helping students, for example in showing social responsibility and environmental awareness. Links with other schools include many sporting and other competitions which benefit students. International partnerships continue to be more limited.

#### Governance

**Good**



- The governing board includes the owner and representatives from parents and from the worlds of education and business. Members visit frequently and there are regular formal meetings at which the board hears reports from senior leaders. Through these activities the board has a positive influence on the school, and members show well developed knowledge of the school's strengths. Awareness of areas for improvement is less well established.

#### Management, staffing, facilities and resources

Good

- All staff contribute to the very efficient and effective day-to-day management of the school. Extensive continuing professional development activities for teachers have led to improvements in some aspects of teaching, with consequent improvements in outcomes for students. The premises are of good quality and include Information Technology (IT) and science laboratories. A new sports area has recently been added a short distance from the school. Two libraries are used very well and with success to promote students' reading and writing skills. There are some shortages of resources, for example, manipulatives in mathematics.

#### Areas of Strength:

- Senior leaders' and governors' successful promotion of a culture of improvement and the exemplary relationships among senior and other staff.
- The positive partnership with parents and their loyalty to the school.
- The very effective and efficient day-to-day running of the school which impacts positively on staff and students' wellbeing.

#### Areas for Improvement:

- Leaders' accuracy in analyses of data and information, including full use of the UAE framework and involvement of governors, to reach realistic evaluations of the quality and impact of the school's work.
- The further development of international partnerships to benefit the school.
- The addition of next steps in learning n reports to parents to inform them fully about their children's progress and attainment.



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- The Arabic team has 11 members teaching Arabic to students from KG to Grade 9, with a ratio of teachers to students of approximately 1:187.
- The school library is well-resourced with Arabic language books to enhance students' reading skills. There are 472 different resources for the Arabic language, including 359 fiction books and 113 non-fiction books.
- Reading is addressed as one of the four language skills in classes and additionally through a weekly library visit and Saturday's online reading session which involves the parents in their children's reading activities.
- The implementation of activities and competitions such as, reading challenge, storytelling as students won prizes in interschool competitions of Arabic reading, calligraphy and nasheed.

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

- All students in the appropriate grades take ASSET and CBSE external tests. The school presents the appropriate numbers of students from the relevant grades for international tests such as TIMSS, PIRLS and PISA in compliance with the requirements of those tests and with SPEA requirements.
- Staff have a high level of experience in administering those tests and very well-developed awareness of the required processes. Preparing students for these examinations and tests is done very thoroughly and ensures positive results.
- Communication of international test results to students is done individually where appropriate and through posters and newsletters when international tests do not report on individual students.
- The school is very proud of its results and communicates them to parents in various effective ways, including through newsletters, meetings and through the parent council and the parent representative on the governing board.

### Provision for KG

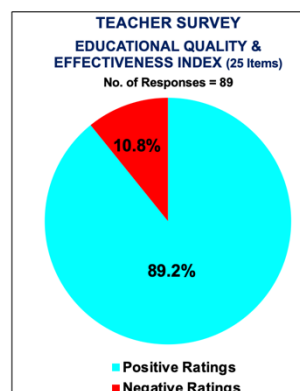
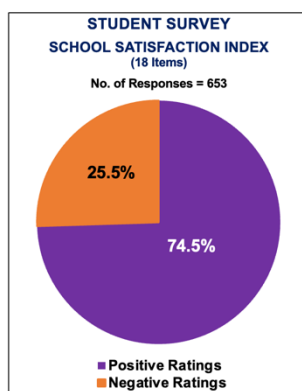
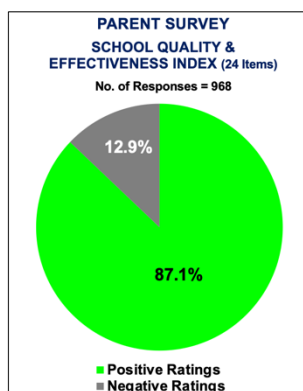
- KG has 13 full time qualified teachers with four assistant teachers who provide additional classroom support. There is also support from a full-time specialist computer teacher, and three additional teachers who are specialists in music, dance and Arabic teaching. Overall, the child to adult ratio is 1:15 and 1:25 child to teacher ratio.
- There are 12 classrooms for KG; 6 for KG1 and 6 for KG2. There is an activity room with computers and separate rooms for both dance and music. KG also has appropriate washrooms throughout the building.
- There are 2 outside areas. One is a small, covered area with play equipment including seesaws, slides and swings, and another is a small playground with a large sand pit offering exploratory and investigatory play experiences as well as physical activities. There is also a



sustainability garden that the children use for nature walks and planting.

- When children start KG there is an orientation programme involving parents being introduced to teachers and given presentations about KG procedures. Children onboarding takes place with introduction to teachers and bonding activities with a focus on ice-breaking and some of the skill developments expected in KG. Communication with parents takes place through a range of different platforms including software and secure social media messaging forums, alongside school diaries to maintain communication and ensure that updates and reminders are in place. Teachers support KG children to make a smooth transition into Grade 1 by mirroring the KG2 approaches for the first few weeks working in close partnership until all children are settled.

## VIEWS OF STAKEHOLDERS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Develop further the few remaining aspects of the school's provision which remain at an acceptable level by:
  - improving teaching in Arabic as a second language to accelerate students' progress and raise the levels of attainment, especially in Primary, Middle and High.
  - defining the curriculum in KG, improving teaching and its impact on children's progress and attainment in science and enhancing the opportunities for children to explore the world around them.
- Focus senior leaders and governors continued drive for improvement on:
  - supporting teachers to set consistently high expectations of what all students can achieve, particularly higher-attaining students, so that the proportion of students attaining above curriculum standards increases.



- enabling teachers to improve their use of data to help meet the learning needs of all groups of students, particularly G&T students and to promote learning skills more consistently across the school.
- using the UAE Inspection Framework rigorously to help ensure that school self-evaluation is fully accurate and leads to appropriate priorities being set in the school. improvement plan.
- focusing on students' progress when undertaking evaluations of lessons.

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

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

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

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