



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN  
Programme

# School Performance Review REPORT | (SPR)



إتقان ITQAN

**AI SHOLA PRIVATE SCHOOL – BRANCH 1**

10 to 13 February 2025

Overall  
Effectiveness  
Rating:  
**GOOD**

## TABLE OF CONTENTS

<b>PURPOSE AND SCOPE .....</b>	<b>2</b>
<b>THE SCHOOL PERFORMANCE REVIEW PROCESS.....</b>	<b>3</b>
<b>SCHOOL INFORMATION .....</b>	<b>5</b>
<b>SUMMARY OF REVIEW FINDINGS .....</b>	<b>7</b>
<b>MAIN REVIEW REPORT.....</b>	<b>8</b>
<b>PERFORMANCE STANDARD 1: .....</b>	<b>8</b>
<b>STUDENTS' ACHIEVEMENT .....</b>	<b>8</b>
<b>PERFORMANCE STANDARD 2: .....</b>	<b>17</b>
<b>STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS.....</b>	<b>17</b>
<b>PERFORMANCE STANDARD 3: .....</b>	<b>19</b>
<b>TEACHING AND ASSESSMENT.....</b>	<b>19</b>
<b>PERFORMANCE STANDARD 4: .....</b>	<b>20</b>
<b>CURRICULUM .....</b>	<b>20</b>
<b>PERFORMANCE STANDARD 5: .....</b>	<b>22</b>
<b>THE PROTECTION, CARE, GUIDANCE AND SUPPORT OF STUDENTS.....</b>	<b>22</b>
<b>PERFORMANCE STANDARD 6: .....</b>	<b>24</b>
<b>LEADERSHIP AND MANAGEMENT .....</b>	<b>24</b>
<b>SPEA ADDITIONAL FOCUS AREAS .....</b>	<b>26</b>
<b>VIEWS OF STAKEHOLDERS .....</b>	<b>27</b>
<b>STRATEGIC RECOMMENDATIONS &amp; NEXT STEPS.....</b>	<b>28</b>



## 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	179
	School location	Industrial 13, Sharjah
	Establishment date	2004
	Language of instruction	Arabic
	School Curriculum	Ministry of Education (MoE)
	Accreditation body	N/A
	Examination Board	MoE
	External Assessments International and Curriculum Benchmark Assessments	International Benchmarking Test (IBT) Test of Arabic Language Arts (TALA) Trends in International Mathematics and Science Study (TIMSS)
	Fee Range	AED 7,372 to AED 12,949
Staff	Principal	Mohammad Al Qasem
	Chair of board of governors	Abdualla Imran
	Total number of teachers	74
	Total number of teaching assistants	0
	Turnover rate	13.5%
Students	Teacher: student ratio	1:18
	Total number of students	1366
	Total number of students per cycle	KG: 0 Cycle 1: 0 Cycle 2: 433 Cycle 3: 933
	Pre-KG: number and gender KG: number and gender	Boys: 0      Girls: 0 Boys: 0      Girls: 0
	Cycle 1: number and gender	Boys: 0      Girls: 0
	Cycle 2: number and gender	Boys: 433      Girls: 0
	Cycle 3: number and gender	Boys: 933      Girls: 0
	Total number of Emirati	34

### School Performance Review of Al Shola Private School – Branch 1 10 to 13 February 2025



	students		
	Pre-KG: Emirati number and gender	Boys: 0	Girls: 0
	KG: Emirati number and gender	Boys: 0	Girls: 0
	Cycle 1: Emirati number and gender	Boys:	Girls: 0
	Cycle 2: Emirati number and gender	Boys: 12	Girls: 0
	Cycle 3: Emirati number and gender	Boys: 22	Girls: 0
	Nationality groups (largest first)	1. Syrian	
		2. Egyptian	
	Total number of students with special educational needs	28	



## 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 6 reviewers' 147 6 lesson observations, 965 of which were carried out jointly with school leaders.

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

The school's overall effectiveness is good. Students' overall achievement has improved since the previous review in social studies, and Islamic education in Cycle 3 to very good. Students' progress in Arabic as a First Language (AFL) is now good, although attainment in Cycle 2 remains acceptable. Students' achievement in English in Cycle 2 is acceptable. Students' personal development in Cycle 3 and students' understanding of Islamic values and UAE culture and world cultures in both cycles have improved to very good. Students' social responsibility and innovation skills across both cycles are good. Teaching, the curriculum and use of assessment are good, although work remains to ensure their full effectiveness in meeting the needs and aspirations of all students. The protection, care, guidance, and support for all students are good. Leadership, governance and the staffing, facilities and resources are all good. The school's partnership with parents and the community has strengthened and is very good.

#### KEY AREAS OF STRENGTH:

- Students' improving achievements in social studies and Islamic education in Cycle 3.
- Students' personal development, particularly in Cycle 3.
- Students' very good understanding of Islamic values and awareness of Emirati and world cultures.
- The school's very effective partnerships with parents and the community.

#### KEY AREAS FOR IMPROVEMENT:

- Students' achievements in English language in Cycle 2.
- Students' attainment in AFL in Cycle 2.
- The effective use of assessment data to influence teaching to consistently meet the needs and aspirations of all students.
- The modification of the curriculum to effectively meet the needs of all groups of students.

**School Performance Review of Al Shola Private School – Branch 1  
10 to 13 February 2025**





## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is good overall.**

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

**School Performance Review of Al Shola Private School – Branch 1  
10 to 13 February 2025**



## Islamic Education

- Students' achievement in Islamic education is very good overall. The school's internal assessments show that in Cycle 2, the majority of students make good progress while in Cycle 3, a large majority make very good progress over time. This fully aligns with what was seen in lessons and students' work.
- Internal assessment data indicates that most students in Cycles 2 and 3 demonstrate outstanding attainment. This is not evident in lessons or their work, where the majority of students in both cycles attain above curriculum expectations. There is no external assessment.
- In Cycle 2, students recite prescribed surahs from the Holy Qur'an, clarify the general meaning conveyed in surahs, understand the Prophet Muhammad's (PBUH) sayings, and conclude the learned lessons prescribed in the Noble Hadeeth about Muslims well-being and society cohesion. A minority of students cannot recite the Holy Qur'an using appropriate Tajweed rules. In Cycle 3, students analyse the Islamic approach of building the family and understand the influence of Shura on Islamic society. They discuss periods from Emam Muslim biography and debate the impact of creative thinking on Muslims practices, supporting their answers and discussions with evidence from the Holy Qur'an and Sunnah. A few students find it difficult to conclude the influence of Islamic Shura on the individual and their social responsibility.
- Overall, most of groups of students make similar rates of progress. Low-attaining students are not always challenged to accelerate their progress.

### Areas of Strength

- Students' knowledge of Prophet Muhammad's (PBUH) biography in Cycle 2.
- Students' understanding about the principles and values of the Holy Qur'anic verses and the Noble Hadeeth in Cycle 3.

### Areas for Improvement

- Students' recitation of the Holy Qur'an using Tajweed rules in Cycle 2.
- Students' analysis of the impact of Islamic shura's on the individual and their social responsibility in Cycle 3.



Arabic

- Students' achievement in AFL is good overall. The school's internal assessment data indicates that the majority of students in Cycles 2 and 3 make good progress; this fully aligns with the progress observed in lessons and in students' work which shows that the majority of students in both cycles make better than expected progress over time.
- Internal assessment data indicates that the large majority of Cycle 2 students, and most of Cycle 3 students attain above the curriculum standards. This is not evident in lessons or in their work, where in Cycle 2 most students attain in line with curriculum standards while in Cycle 3 the majority attain above curriculum standards. The school has not yet entered students for TALA assessment this academic year.
- In Cycle 2, students can read a variety of literature texts, talk about the events, and express their opinions and preferences in oral presentation using standard Arabic. They listen attentively to audio materials to answer questions and use the key words meaningfully; their writing is still developing. A few students cannot interpret the symbolic elements and the semantic meanings in poems. As students move into Cycle 3, the majority can read informational texts, infer new vocabulary and answer questions related to Andalusian poetic verses. They identify ideas in audio texts and contribute to discussions and debates in topics related to their real life, such as how to live without plastic using standard Arabic. Only a few students can write about their personal responses to literary texts to reflect their understanding.
- Overall, most students' groups make the expected progress. Low-attaining students are not sufficiently supported to maximise their progress.

**Areas of Strength**

- Students' listening skills in Cycles 2 and 3.
- Students' speaking skills in Cycles 2 and 3.

**Areas for Improvement**

- Students' interpretation of the symbolic elements and the semantic meanings in poetry in Cycle 2.
- Students' writing skills across both cycles.



Social Studies

- Students' achievement in social studies is very good overall. The school's internal assessments indicate good progress in Cycle 2, and very good progress in Cycle 3. This fully aligns with what is seen in lessons and in students' work, where the majority make better than expected progress in Cycle 2 and a large majority make better than expected progress over time in Cycle 3.
- Internal assessment data indicates that most students in both cycles attain levels above curriculum expectations. This does not match with what is observed in lessons and their work, where the majority of students in Cycle 2, and a large majority in Cycle 3 attain above curriculum expectations. There is no external assessment.
- In Cycle 2, students demonstrate well their understanding of the biography of H.H Sheikh Zayed bin Sultan Al Nahyan (RIP) and his role in establishing the union and promoting sustainable development. They discuss the strategies and initiatives leading to the green economy in the UAE. A minority find it challenging to engage in discussion about the green economy in developing countries. In Cycle 3, students discuss the role of the natural resources in civilizations' development, analyse the impact of E-commerce on the traditional shops and relate their findings to everyday life. They can confidently justify the impact that natural resources have on sustainable development, using Arabic countries as a focus in their debate.
- Overall, most groups of students make similar rates of progress. Lower-attaining students are not sufficiently supported to make the progress of which they are capable.

**Areas of Strength**

- Students understanding of the biography of H.H Sheikh Zayed bin Sultan Al Nahyan (RIP) and his role in establishing the union and promoting sustainable development in Cycle 2.
- Students' understanding of sustainable development in Cycle 3.

**Areas for Improvement**

- Students' ability to engage in discussion about the green economy in developing countries. in Cycle 2.



English	<ul style="list-style-type: none"><li>Students' achievement in English is good overall. It is acceptable in Cycle 2 and good in Cycle 3. The school's internal assessment data shows that students make outstanding progress in both cycles. This does not match with what is seen in lessons and their work, where most students make the expected progress in Cycle 2 and the majority make better than expected progress over time in Cycle 3.</li><li>Internal assessment data indicates very good attainment across both cycles. This is not reflected in what is seen in lessons and students' work, where most students attain in line with curriculum standards in Cycle 2 and the majority attain above curriculum standards in Cycle 3. Recent external IBT benchmarking data results indicate below expectations for grades 5 to 7, and above expectations for grades 8 and 9.</li><li>In lessons, most students in Cycle 2 make expected progress, and in Cycle 3 the majority of students make better than expected progress. In Cycle 2, students use a variety of techniques to develop their listening and speaking skills including roleplays and debates using basic oracy skills, simple vocabulary, and short sentences although they often need prompting. Students' comprehension skills are underdeveloped, particularly in the lower grades. In Cycle 3, students in higher grades research and debate topics such as natural disasters using a variety of vocabulary, extended sentences and intonation. This is not as evident in the lower grades in Cycle 3. Students' proficiency in reading, their independent writing skills and use of more complex vocabulary are less developed across all grades.</li><li>Overall, most groups of students make similar rates of progress. Students in the advanced stream typically make more rapid progress than students in the general stream. Higher-attaining students are not always sufficiently challenged to maximise their progress and lower-attaining, and SEN students do not always receive effective support to make the progress of which they are capable.</li></ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Students' listening and speaking skills, particularly in roleplays in Cycle 2.</li> <li>Students' oracy skills in expressing opinions in the higher grades of Cycle 3.</li> </ul>	<ul style="list-style-type: none"> <li>Students' comprehension skills, in Cycle 2.</li> <li>Students' speaking skills to express opinions using appropriate intonation in the lower grades of Cycle 3.</li> <li>Students' reading, independent writing skills and use of a range of more complex vocabulary across both cycles.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Students' achievement in mathematics is good overall. In the lessons seen and, in their work, the majority of students in Cycles 2 and 3 make better than expected progress over time.</li> <li>Internal assessment data indicates that the majority of students in Cycles 2 and 3 attain above curriculum expectations. This matches with what is seen in lessons and in students' work. External IBT benchmarking data indicates that attainment is acceptable in Grade 5, weak in Grades 6, 7, and 8, and acceptable in Grade 9.</li> <li>In Cycle 2, students can solve simple equations by accurately applying algebraic methods through guided instruction and problem-solving tasks. A minority still struggle with more complex equations as their understanding of mathematical concepts, reasoning and critical thinking skills are underdeveloped. In Cycle 3, students demonstrate a clear understanding of the properties of multiplication of exponents by successfully simplifying expressions and improving their ability to handle complex tasks through guided practice and strong collaborative learning. A few still struggle to apply these properties independently in multi-step or unfamiliar contexts.</li> <li>Overall, the advanced stream students make more progress than their peers in the general stream. High attaining students and those who are gifted and talented (G&amp;T) do not always 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>Students' application of algebraic methods in Cycle 2</li> <li>Students' effective collaboration in applying algebra, geometry, and probability when completing complex tasks in Cycle 3.</li> </ul>	<ul style="list-style-type: none"> <li>Students' understanding of mathematical concepts and ability to tackle complex equations, in Cycle 2.</li> <li>Students' independent problem-solving, critical thinking and reasoning skills across both cycles.</li> </ul>
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 in Cycle 2 and 3, students are making good progress. This aligns with what is seen in lessons and in their work, where the majority of students in both cycles make better than expected progress over time.</li> <li>Internal assessments show that students in Cycles 2 and 3 demonstrate very good attainment. This does not match with what is seen in lessons and their work, where the majority of students in both cycles attain above curriculum standards. In Cycle 3, students' attainment levels vary by subject, being good in physics, very good in chemistry, and outstanding in biology. Recent external IBT benchmarking data for grades 5-9 show that students' attainment is below expectations.</li> <li>Across the school, students meaningfully apply science concepts to the environment. In Cycle 2, students identify acids and bases with litmus paper, classify chordates, and explain capillary exchange in the circulatory system. They use scientific terminology appropriately and display secure reasoning skills. Their investigative and practical skills are still developing. In Cycle 3, students broaden their understanding across various scientific areas, exploring topics such as evolution and fossil tracking, titration to determine the concentration of strong bases, and investigating parallel and series circuits. Students appropriately conduct teacher-guided experiments. Their laboratory reports often lack a fully structured application of the scientific method used, including the formulation of a hypothesis.</li> <li>The different student groups make similar rates of progress. In Cycle 3, students in the advanced stream make more rapid progress when compared to those in the general stream.</li> </ul>	
	Areas of Strength	Areas for Improvement

**School Performance Review of Al Shola Private School – Branch 1  
10 to 13 February 2025**



	<ul style="list-style-type: none"> <li>Students' application of science to the environment across both cycles.</li> <li>Students' appropriate use of scientific terminology and reasoning skills in Cycle 2 and practical and laboratory skills in Cycle 3.</li> </ul>	<ul style="list-style-type: none"> <li>Students' investigative and practical skills in Cycle 2.</li> <li>Students' ability to apply the scientific method including making a hypothesis to complete full laboratory reports in Cycle 3.</li> </ul>
Other subjects	<ul style="list-style-type: none"> <li>Students' achievement in other subjects is good overall. Achievement is higher in physical education (PE) and in art than music and Computing Creativity Design and Innovation (CCDI). In lessons and in their work, the majority of students make better than expected progress across both cycles.</li> <li>There is no external assessment data. The schools' internal data indicates that students' attainment is higher than was observed in lessons and in their work, where the majority of students across both cycles attain above curriculum expectations.</li> <li>In PE, students develop their fitness and skills, agility and tactics used in team sports across both cycles. They execute different shots and passes with increasing accuracy and apply these technical skills whilst playing volleyball, football and handball. Students across the school express themselves in creative ways through various art projects and activities. They explore different media such as drawing with textured paper and creating 3D artwork. They have less opportunities to appreciate the work of famous artists. In CCDI, students develop their understanding of robotics, coding and AI considering their applications in everyday life. They develop skills in using different programmes such as Python and Tinker computer aided design (CAD). Students do not always have the time and support they need to fully develop their skills. In music, students are beginning to develop their knowledge of the C major scale and musical notation. They have limited opportunities to explore and compose music.</li> <li>Groups of students make similar rates of progress. Higher and lower attaining students do not always receive the support required to make the progress of which they are capable.</li> </ul>	
	Areas of Strength	Areas for Improvement





	<ul style="list-style-type: none"> <li>Students' technical skills in volleyball, handball and football in both cycles.</li> <li>Students' creativity in art in both cycles.</li> </ul>	<ul style="list-style-type: none"> <li>Students' art appreciation skills through wider opportunities to explore the work of famous artists in both cycles.</li> <li>Students' exploration of how music is composed and performed in both cycles.</li> </ul>
Learning Skills	<ul style="list-style-type: none"> <li>Students' learning skills are good overall. Students enjoy learning and participate well in lessons. Students are taking increasing responsibility for their learning, particularly in the advanced stream. Students often work in groups effectively. They generally communicate their learning well.</li> <li>Students work collaboratively in developing their projects; they communicate their learning when they use rubrics to evaluate their own reading and speaking skills in Arabic or when teaching their peers about Ohm's Law using a flipped class model in science in Grade 12.</li> <li>Students make clear connections to the real world and between areas of learning. This is a particular strength in Islamic education, social studies, science and CCDI. In science, Grade 5 students explore acids and bases using examples from real-life, such as foods and household detergents. In social studies, students, relate their lessons about pollution to recycling.</li> <li>Students sometimes use technologies to support learning to carry out simple research tasks and as an assessment tool. For example, in art, students search for inspiration for their Haq al Lailah designs and use digital dictionaries in Arabic. Students do not consistently have opportunities to evaluate and synthesise their learning. In social studies, critical thinking is a common feature of learning but is a developing feature in other subjects, including English, mathematics and science.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' collaborative skills across both cycles.</li> <li>Students' skills in making clear connections between areas of learning to the real world across both cycles.</li> </ul>	<ul style="list-style-type: none"> <li>Students' critical thinking and problem-solving skills across both cycles.</li> <li>Students' research and enquiry skills and their ability to evaluate and synthesise information across both cycles.</li> </ul>



## 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	Cycle 1	Cycle 2	Cycle 3
<b>Personal development</b>	<b>N/A</b>	<b>N/A</b>	<b>Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>Students' personal and social development is very good overall, it is good in Cycle 2. Students display positive and responsible attitudes to learning and respond well to verbal feedback. In Cycle 3, students are self-reliant. Their positive behaviour in lessons and throughout the day creates a calm and purposeful learning environment. This is less so in Cycle 2 where some students' behaviour, particularly in the lower grades, is not always conducive to purposeful learning. Incidents of bullying are rare across the school.</li><li>Staff demonstrate care and concern for students and actively build supportive relationships. Relationships among students and between students and staff are positive and respectful, particularly in Cycle 3. Students respect the ideas and opinions of others. They actively support their peers in lessons.</li><li>A large majority of students demonstrate a sound understanding of safe and healthy living. They usually make appropriate choices about their own health and safety. All students fully participate in PE lessons and sports events. Students participate in awareness campaigns for example World Diabetes Day. A minority of students are being actively supported by the school to help reduce obesity rates.</li><li>Attendance is very good at 96%. There are a noticeable number of students who arrive late at the start of the school day.</li></ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>N/A</b>	<b>N/A</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>Students across the school have a secure understanding of Islamic values and their impact on life in the UAE. They appreciate the tolerance, respect, and generosity embedded in the UAE, recognising how Islamic values are upheld through charitable support and justice for all.</li></ul>				

**School Performance Review of Al Shola Private School – Branch 1  
10 to 13 February 2025**



- Students are highly knowledgeable and aware of UAE heritage and culture, understanding its deep-rooted traditions and values. They actively celebrate Flag Day, Martyr's Day, National Day, and Haq Al Laila. They understand the UAE's transformation from a pearl-diving and fishing economy to a global power driven by oil. They recognise how the nation preserves cultural traditions while balancing heritage and modernisation.
- Students demonstrate a deep awareness and appreciation of both their own and global cultures. Their knowledge extends to the geography, trade, industries, and customs of various nations, exemplified by their recognition of Japan's respect-driven society, Spain's Andalusian heritage, and Syria's distinguished craftsmanship in Damascus who create steel swords.

<b>Social responsibility and innovation skills</b>	<b>N/A</b>	<b>N/A</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"> <li>• Students understand their responsibilities as members of the school community, and some take on key roles. For example, as part of the wellbeing, the discipline or junior paramedics team. Student involvement in the Al Shola Charity Caravan benefits the wider community, including through visits to nursing homes and distributing meals to labourers.</li> <li>• Students consistently demonstrate a positive work ethic, particularly in Cycle 3. Students engage in competitions and extracurricular clubs to support innovation and creativity, but this is less evident in lessons. With the support of the innovation fund students design and create prototypes as part of science, technology, English and mathematics (STEM projects), such as gloves to detect toxins in the air and a water purification system. The school council is active in organising student events and representing the student voice.</li> <li>• Older students take care of their surroundings and are aware of key environmental issues. Some students participate in sustainability initiatives, such as bee farming and planting projects, beach and desert clean ups. STEM projects promote the use of solar energy and pollution reduction. The sustainability team ensures that the school actively conserves energy. Students learn about the environment and conservation in social studies. The promotion of sustainably is a developing feature of the school.</li> </ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"> <li>• Students' very good understanding of Islamic values and awareness of Emirati and world cultures across both cycles.</li> <li>• Students' positive attitudes to learning, their work ethic, self-reliant behaviour, and respectful relationships, particularly in Cycle 3.</li> </ul>				
<b>Areas for Improvement:</b>				



- Students' attitudes to learning, their work ethic and behaviour in the lower grades of Cycle 2.
- Students' innovation and creativity in lessons and their understanding of sustainability goals and participation in schemes to promote conservation across both cycles.

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	N/A	N/A	Good	Good

- The overall quality of teaching for effective learning is good. Teachers' subject knowledge is consistently applied across all subjects and cycles; although less secure in English. Lesson planning is purposeful with interesting learning environments created particularly in social studies where teachers use a variety of activities and teaching strategies to engage students in successful learning. The use of resources varies across subjects; the range is narrow in science and mathematics, particularly in Cycle 2, where students mainly work from course textbooks and worksheets.
- Teachers' interactions with students ensure that most are engaged learners. Challenging open questions that engage students in dialogue are more effectively used in the higher grades in Cycle 3, where teachers use a variety of approaches to involve students in discussions and debates that enhance their learning.
- The use of differentiation to meet the specific needs of students is a developing feature across both cycles. In Cycle 3, in Islamic education, the teachers use strategies to engage all students including those with SEN to debate Creative thinking in Islam, and its impact on society. In English, mathematics and science, lesson plans indicate different worksheets for groups of students, but activities are not sufficiently matched to students' ability. In most lessons, teachers' strategies are not sufficiently personalised to provide appropriate levels of challenge and support to ensure all students make the progress of which they are capable.
- Critical thinking, problem-solving and innovation skills are inconsistently promoted across both cycles, though more evident in Cycle 3. Students' independent learning skills are less well developed in lessons. Students across both cycles are rarely given time to reflect and evaluate how they can improve their work.



Assessment	N/A	N/A	Good	Good
<ul style="list-style-type: none"> <li>The school's internal assessment systems and procedures are coherent and consistent and align with the curriculum standards, allowing teachers to track students' attainment and progress over time. Some internal assessment data is overly generous and does not accurately reflect students' outcomes. The school participates in external assessments such as IBT and TIMSS and has registered for TALA to benchmark students' attainment against national and international standards.</li> <li>School leaders analyse students' attainment and progress as individuals and as groups, efficiently recording and sharing the information with middle leaders and teachers. The use of assessment information by teachers to inform teaching and the curriculum to meet the learning needs of all student groups and enhance their progress is underdeveloped.</li> <li>Teachers understand students' strengths and areas for improvement. They provide verbal feedback during lessons, and students respond accordingly. Teachers mark written work, but do not always offer constructive guidance on how students can improve. Self and peer assessments actively engage students in evaluating their work, but this is less effective in English lessons than in other subjects.</li> </ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"> <li>Teachers' creation of purposeful and interesting learning environments across both cycles.</li> <li>The school's coherent internal assessment systems and procedures that enable teachers to track students' attainment and progress over time.</li> </ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"> <li>Teachers' effective approaches to plan and use appropriate differentiation in the activities they set to closely match the learning needs of all students, including lower and higher attainers, across both cycles.</li> <li>Teachers' development of students critical thinking, problem-solving, innovation and independent learning skills and opportunities for them to evaluate how they can improve their work across both grades.</li> </ul>				

## PERFORMANCE STANDARD 4: CURRICULUM

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
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**School Performance Review of Al Shola Private School – Branch 1  
10 to 13 February 2025**



<b>Curriculum design and implementation</b>	<b>N/A</b>	<b>N/A</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The curriculum design and implementation is good overall. The curriculum is broad, balanced and is relevant and effective in developing knowledge, skills and understanding, following MoE requirements. Continuity and progression are supported through the Ministry planning and grade textbooks. Students are well prepared for the next phase of education.</li><li>Curricular options provide students in Cycle 3 with good choices, and opportunities to develop talents and aspirations increasing their university options. Students choose between the advanced or general streams. In the advanced, they are offered choices of two groups: biology or chemistry and information communication technology (ICT), design and technology (DT) or health sciences. In the general stream, students are offered the business elective. These choices are governed by students' numbers and the availability of staffing. Other subjects taught includes art, computing, PE and music. Cross curricula links are planned and assist students transfer their learning and skills between different subjects and to the world around them.</li><li>The school conducts periodic reviews with the supervisors, coordinators and teachers to check that provision is meeting the academic and personal development needs of students. A curriculum critique is used to assess the content of the curriculum, and the school has a flexible approach, taking into consideration assessment results.</li></ul>				
<b>Curriculum adaptation</b>	<b>N/A</b>	<b>N/A</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>The school's modification of the curriculum acceptable overall. In Cycle 3, in the most effective lessons, worksheets and tasks are adapted to match students' different abilities. This practice is not routinely seen across grades or cycles. Assessment data is not used effectively to modify the curriculum, particularly for students with SEN, G&amp;T students, higher and lower attaining students.</li><li>The curriculum opportunities for promoting enterprise, innovation and creativity are inconsistent across cycles and occur mainly outside of lessons. The school has a dedicated fund to support STEM, although this is not yet embedded into the curriculum or taught in lessons. The school offers a variety of extracurricular activities for students to experience including innovation club, sports, art, music, Arabic, English, AI and sustainability. The school enables students' social contributions such as raising funds to donate to Red Crescent to support families in need.</li><li>Learning experiences are well integrated through most aspects of the curriculum to help strengthen students' knowledge and understanding of the heritage, history and culture of the</li></ul>				

**School Performance Review of Al Shola Private School – Branch 1**  
**10 to 13 February 2025**



UAE. This is reflected in students' clear understanding and appreciation of the values of tolerance, respect and generosity embedded in the UAE.

**Areas of Strength:**

- The cross curricular links that help students transfer their learning and skills between different subjects and to the world around them across both cycles.
- The connections with Emirati culture and UAE society that enhance students' learning across both cycles.

**Areas for Improvement:**

- The consistent review and adaption of the curriculum to support and challenge all groups of students, particularly for students with SEN, G&T students, higher and lower attaining students across both cycles. The opportunities within the curriculum for promoting enterprise, innovation and creativity in lessons across both cycles.

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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection /safeguarding	N/A	N/A	Good	Good

- The protection, care, guidance, and support for students is good. The effective safeguarding procedures are shared with staff, students, and parents, outlining appropriate steps to ensure student safety. The school has effective procedures for child protection, ensuring awareness among all stakeholders and protection from abuse, including bullying and online risks.
- The school conducts regular checks to ensure buildings and equipment are routinely maintained. Transport arrangements are well-organised, with effective risk assessments and regular fire drills to ensure students' safety. A safe, hygienic, and secure environment is

**School Performance Review of Al Shola Private School – Branch 1  
10 to 13 February 2025**



maintained through regular safety checks and effective supervision, including protocols regarding medicines and their administration. While records of incidents and subsequent actions are securely maintained, they are recorded across multiple parallel spreadsheets which makes extracting key information and identifying trends inefficient. The premises are fit for purpose with toilets available for students with physical disabilities, although there is no lift.

- The premises and facilities provide a safe environment for all students. The school promotes healthy lifestyles through assemblies, lessons, PE, and parental guidance, encouraging students to make informed food choices and stay hydrated. The school has yet to take a systematic approach to monitoring health concerns, including BMI, to enhance its efforts in support of students' wellbeing.

Care and support	N/A	N/A	Good	Good
<ul style="list-style-type: none"><li>• Staff maintain positive and purposeful relationships with all students. Systems and procedures for managing behaviour are largely effective and successful, fostering a respectful and supportive learning environment.</li><li>• The school has implemented successful systems to support attendance and punctuality, though some late morning arrivals to assembly impact adversely on the start of the school day. The school is making positive efforts to encourage students to develop better time management and accountability.</li><li>• Systems for identifying students with SEN are still evolving, with processes in place but not yet fully established. The school has identified students meeting the criteria for SEN, while others remain uncertified due to a lack of medical documentation or parental understanding. G&amp;T students are identified through teacher referrals, assessment outcomes, and parental input, though the process lacks formalisation.</li><li>• The school provides some support for students with SEN and G&amp;T. A team of two SEN coordinators support with the withdrawal of students from lessons, targeting literacy and numeracy, although there is no support provided in English. Students have either an Individual learning plan (IEP) or a support plan (SP) to guide teachers in their strategies in lessons. The support provided in lessons is inconsistent and not sufficiently tracked to align with students' individual plans. Higher attaining and G&amp;T students participate in enrichment activities, including art, music, the Holy Quran, chess, and academic competitions. The support for the few non-Arabic-speaking students is limited.</li><li>• The school provides highly effective structured career guidance, starting in Grade 8 with pathway selection and continuing through Grades 10-12 with university fairs, subject choices, and application support. Emirati students receive assistance with national service registration. Alumni stay connected through the school's effective tracking and mentoring programmes.</li></ul>				
<b>Areas of Strength:</b>				

**School Performance Review of Al Shola Private School – Branch 1  
10 to 13 February 2025**





- The students' and staff's relationships across the school.
- The school's highly effective structured career guidance programme.

#### Areas for Improvement:

- Students' understanding about healthy lifestyles and the school's monitoring of their weight and referrals to ensure measurable health improvements.
- The consistent level of support provided to students, particularly students with SEN in lessons, with clear tracking of their progress in both withdrawal and in lesson support.

### PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

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

##### Indicators:

##### The effectiveness of leadership

**Good**

- Leadership and management is good overall. The senior leaders have a clear vision that is successfully communicated to all stakeholders. They are committed to the UAE national priorities and reflect this clearly in their strategic plans. Leadership is effective with a clear responsibility and accountability structure that ensure good quality outcomes.
- Most leaders are dedicated, display strong professional competence and demonstrate a secure understanding of best current educational practice, although middle leaders have limited availability to support their departments. Leaders have a clear understanding of what needs to be done to make further improvements and have been successful in developing some aspects of the school since its previous review. They have the capacity to move the school forward and ensure the school is compliant with all statutory requirements.

##### Self-evaluation and improvement planning

**Good**

- The school starts its self-evaluation (SEF) process at the beginning of each school term. The process is based on a thorough analysis of internal and external data. In most cases, the SEF provides an accurate reflection of the school. The school improvement plan focuses on the school priorities that are based on the recommendations of the review report. The plan is not continuously reviewed or monitored for impact. The monitoring of teaching and learning is



structured and conducted by coordinators and by a dedicated quality assurance team. This process lacks sharp focus on students' outcomes. The school has addressed most of the previous review recommendations with evident improvements in its work over time.

**Partnerships with parents and the community**

**Very Good**

- Parents are highly supportive of the school and actively participate in its life and development. They communicate their feedback, concerns and ideas directly to the school management, to the parents' council, or using through surveys. The school uses WhatsApp groups for announcements and shares the school's news and events on the closed groups on social media. Parents receive regular reports regarding their children's academic and personal progress, providing helpful and detailed information about how to engage with their children's learning.
- The school has varied and beneficial partnerships with local communities to support students' learning. Partnerships with universities are strong, particularly within the UAE. Other partnership links enrich students' learning and voluntary experience.

**Governance**

**Good**

- The governor's board includes representatives from the school's community, owners and educational experts. The board seeks the views of all stakeholders through the school's principal, parents' council representatives, and reports of the different surveys undertaken. The board monitors the school's performance through subcommittees with clear responsibilities covering all aspects of the school. As a result, the board is able to have a direct impact in some areas because of its well-informed understanding of the school's performance. Governors ensure that the school's statutory and regulatory requirements are met.

**Management, staffing, facilities and resources**

**Good**

- The management of the school is effective and efficient. The school's day to day operations run smoothly; students understand and respect the daily routine. Most teachers are well qualified; they benefit from several internal professional development opportunities, mentoring and individual coaching sessions to ensure the learning experience is consistent. The facilities are of good quality; the computer and science laboratories are used regularly. Learning resources in some lessons are insufficient. The small playground and only one football field adversely affect the learning experiences of students.



#### Areas of Strength:

- The efficient management of the day-to-day routine of the school day.
- The highly effective partnerships with parents and the community.

#### Areas for Improvement:

- The continuous and regular monitoring of the impact of the school improvement plan and associated action plans.
- The role and responsibilities and time available for middle leaders to take ownership in leading their departments with clear accountability.

### SPEA ADDITIONAL FOCUS AREAS

#### Provision for Arabic Language

- The school has 10 Arabic teachers for 1,366 students from grades 5 to 12. The teacher to student ratio is: 1:137.
- The school has 1 library supporting students in both cycles. There are 4,447 books: including 790 fiction books and 3,657 non-fiction Arabic books.
- The school promotes Arabic reading through digital library Kutubee. The school organises internal contests for reading, promotes the Tamkeen initiative for better writing, and participates in external competitions such as the Poetry for All.
- The school promotes Arabic language through extracurricular activities, integrated into the MOE Arabic language curriculum to expand the opportunities for learning Arabic. Parents support reading activities and initiatives and attend awareness lectures about the importance of reading.

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

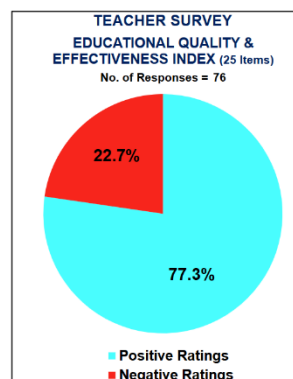
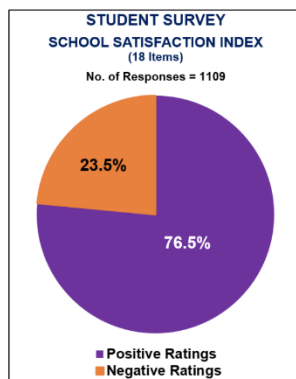
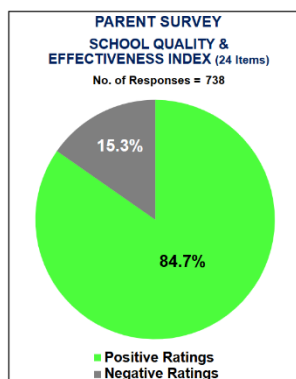
- The school effectively benchmarks students' performance through external assessments. Students in Grades 5–9 participate in the International Benchmark Test (IBT) and undertook TIMSS in 2023. They are also registered for the TALA assessments later this year.
- Students are prepared for these assessments through practice with sample tests during lessons and internal evaluations.
- Assessment results are shared with students and parents, providing online access to reports and highlighting key areas for improvement.
- Parents are invited to discuss students' progress and strategies for further improvement. Based on the assessment reports, the school identifies gaps and sets intervention plans, which are in the process of being implemented to support students' learning.



## Provision for KG

- Not applicable

## VIEWS OF STAKEHOLDERS





## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' overall achievement to the next level by:
  - ensuring the curriculum is modified to meet the needs of all groups of students and monitoring its impact on their progress.
  - providing students with more opportunities to develop their innovation skills in lessons and engage them in challenging dialogue as they develop their innovative ideas and projects.
  - developing students independent learning and personal development.
  - addressing the gap between external and internal assessments effectively and successfully.
  - ensuring students with SEN are effectively and consistently supported in lessons to ensure they make the progress of which they are capable.
- Improve students' outcomes in English and Arabic, particularly in Cycle 2, by:
  - using teaching strategies that engage and challenge all students.
  - modifying the curriculum to meet the needs of all groups, including lower attainers, students with a significant learning loss, higher attainers and students with SEN, to accelerate their progress and support them to reach their full potential.
  - extending students' writing skills in Arabic.
  - creating opportunities for students to engage with English language beyond the classroom.
  - promoting opportunities for students to build their English vocabulary, comprehension and writing skills.
  - nurturing students' love of reading in English across the school.
  - improving learning resources and their effective use to enrich students' learning experiences.
  - enabling students' self and peer assessments to support their next steps in learning.
- Improve leadership and management by:
  - continuously monitoring action plans for impact; and making the necessary amendments as required.
  - empowering the middle leaders to take ownership in leading their departments with clear accountability.
  - monitoring the use of assessment data to ensure it is reflected in curriculum modification, applied in lesson plans, and effectively practiced to meet the needs and support the progress of all students.



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.