



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)

Gulf Asian English School
25 to 28 November 2024



إتقان ITQAN

**Overall
Effectiveness
GOOD**

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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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



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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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

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

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

- visits to lessons in Arabic, Islamic education, UAE social studies, English, mathematics and science, and other subjects, including lessons reviewed jointly with senior leaders of the school;
- reviewing important documents such as school self-evaluation form, school policies and the school improvement plan;
- meeting the Governors, Principal, senior leaders, 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 Information		
School	School ID	195
	School location	Muweilah Sharjah
	Establishment date	1976
	Language of instruction	English
	School Curriculum	Indian
	Accreditation body	Central Board of Secondary Education (CBSE)
	Examination Board	CBSE
	External Assessments International and Curriculum Benchmark Assessments	Assessment of Scholastic Skills through Educational Testing (ASSET) Trends in International Mathematics and Science Study (TIMSS) Programme for International Student Assessment (PISA) Cognitive Assessment Tests (CAT4) Progress in International Reading Literacy Study (PIRLS) Structured Assessment For Analyzing Learning (SAFAL)
Staff	Fee Range	5,587 to 8,662 AED
	Principal	Dr. Nasreen Banu B. R.
	Chair of board of governors	Muhammad Salman Ibrahim
	Total number of teachers	247
	Total number of teaching assistants	5
	Turnover rate	11%
Students	Teacher: student ratio	1:26
	Total number of students	6,474
	Total number of students per phase	Phase 1: 953 Phase 2: 2933 Phase 3: 1400 Phase 4: 1188
	Pre-KG: number and	Boys: 0 Girls: 0

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	gender	Boys: 474	Girls: 479
	KG: number and gender		
	Primary: number and gender	Boys: 1516	Girls: 1417
	Middle: number and gender	Boys: 767	Girls: 633
	Secondary : number and gender	Boys: 621	Girls: 567
	Total number of Emirati students	0	
	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
	Secondary: Emirati number and gender	Boys: 0	Girls: 0
	Nationality groups (largest first)	1. Indian	
		2. Pakistani	
	Total number of students with special educational needs	38	



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
GOOD	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 8 reviewers' 203 lesson observations, 86 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. The school has improved students' achievements in Secondary in Islamic Education, Arabic, social studies and science and in Primary in Islamic Education, science and other subjects. Across the school, students' personal development and understanding of Islamic values, together with social responsibility and innovation skills remain good. Teaching, assessment and curriculum remain good across the school as does the protection, care, guidance, and support for all children and students. Leadership, governance and partnerships with parents and the community remain good; staffing facilities and resources remain acceptable.

KEY AREAS OF STRENGTH:

- Students' achievements in Secondary in Islamic Education, Arabic, and social studies.
- Students' improved performance in science in Primary and Secondary.
- Students' very good personal and social development.
- The school's harmonious environment that fosters respectful relationships.



- The curriculum links that enable students' clear understanding and appreciation of Islamic values and Emirati culture.

KEY AREAS FOR IMPROVEMENT:

- Students' achievements in Primary.
- The quality of teaching and learning, particularly in Primary.
- The governance oversight of staff training, school premises and maintenance.

MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

Indicators:		KG	Primary	Middle	Secondary
Islamic Education	Attainment	N/A	Good	Good	Very Good
	Progress	N/A	Good	Very Good	Very Good
Arabic (as an additional Language)	Attainment	N/A	Acceptable	Good	Very Good
	Progress	N/A	Acceptable	Good	Very Good
Social Studies	Attainment	N/A	Acceptable	Good	Very Good
	Progress	N/A	Acceptable	Good	Very Good
English	Attainment	Good	Acceptable	Good	Good
	Progress	Good	Acceptable	Good	Good
Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good

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Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Good	Acceptable	Good	Good

Islamic Education	<ul style="list-style-type: none"> Students' achievement in Islamic Education is good overall. In lessons and in their work, the majority in Primary and a large majority in Middle and Secondary make better than expected progress over time. This is not aligned with the school's internal data, which indicates that students make outstanding progress. Internal assessment data indicates that attainment is outstanding across all phases. This does not match what is seen in lessons and in students' workbooks where the majority of students in Primary and Middle and a large majority in Secondary attain above curriculum expectations. There is no external assessment for Islamic Education. Students in Primary know the best acts of Islam, including giving and greetings. In Middle, students explain acts of worship and are aware of the congregational prayers' ruling. In both phases, students' ability to quote relevant Noble Hadeeth is less well developed. Students in Secondary, understand the values and ethics of Islam and explain the importance of tolerance comparing Islamic views with those of other faiths. Across phases, students' skills of recitation and memorisation of the assigned Surah from the Holy Qur'an are well developed. The majority of all groups of students make similar rates of progress. 				
	Areas of Strength		Areas for Improvement		
	<ul style="list-style-type: none"> Students' ability to make links between Islam and real-life in Secondary. Students' recitation of the Holy Quran across all phases. 		<ul style="list-style-type: none"> Students' ability to support their views with relevant quotes from the Noble Hadeeth in Middle and Secondary. Students' ability to quote relevant Noble Hadeeth in Primary and Middle. 		



Arabic

- Students' achievement in Arabic as a second language (ASL) is good overall. The school's internal data shows that students make outstanding progress in Primary and Secondary and very good in Middle. This does not match with what is seen in lessons and in students' work, where most students in Primary make expected progress; the majority of Middle and a large majority of Secondary students make better than expected progress over time.
- The school's internal data indicates outstanding attainment across all phases. Observations in lessons and work seen in students' books indicate that most students in Primary attain in line with curriculum standards; the majority of Middle and a large majority of Secondary students attain above curriculum standards. There is no external assessment data available for ASL.
- In Primary, students read and understand short text. They answer direct questions related to simple life situations using standard Arabic. Students explain the meaning of vocabulary and use it in short sentences. Their extended writing skills are less well developed. In Middle, students communicate their understanding of certain topics related to social interest, such as travelling. In Secondary, students make strong progress in reading and analysing texts about influencers and celebrities. Students' ability to engage in a formal conversation using modern standard Arabic is less well developed across all phases.
- Overall, the majority of groups make better than expected progress. New students joining the school are not yet progressing at the same rate.

Areas of Strength

- Students' reading skills across all phases.
- Students' ability to use new vocabulary in short sentences in Primary.

Areas for Improvement

- Students' extended writing skills in Primary.
- Students' formal conversation using modern standard Arabic across all phases.



Social Studies

- Students' achievement in social studies is good overall. In lessons and in their work over time, most Primary students make acceptable progress; the majority in Middle and a large majority in Secondary make better than expected progress. This does not match the school's internal data which shows outstanding progress across all phases.
- The school's internal assessment data shows outstanding attainment in all phases. This is not seen in lessons and in students' books where most students attain in line with curriculum expectations in Primary. The majority in Middle and a large majority in Secondary attain above curriculum expectations. There is no external assessment data for social studies.
- Primary students understand the difference between natural and cultivated vegetation and recognise the importance of natural reserves and wildlife. They appreciate the positive and negative effects of social media. Their understanding of the speed of technological developments and how they affect personal communication is less well developed. Students in Middle evaluate the impact of natural resources on the daily lives of the indigenous people of North America and compare that to the UAE's indigenous population. Secondary students discuss manufacturing and the concept of agglomeration economics, classifying different types of industries based on the raw materials they use in their production processes.
- Higher-attaining students are very well supported, especially in Middle and Secondary, where they are challenged by making presentations based on research, leading class lessons or acting as discussion group leaders. Lower-attainers are supported by specific tasks during group work. All groups of students make similar rates of progress.

Areas of Strength

- Students' in-depth understanding of agglomeration concept economics in Secondary.
- Higher-attaining students' presentation skills, particularly in Middle and Secondary.

Areas for Improvement

- Students' awareness of the speed of technological developments and how they affect personal communication in Primary.
- Students' ability to compare and contrast the heritage of the UAE with the history of other countries in Primary.



English	<ul style="list-style-type: none">Students' achievement in English is good overall. It is acceptable in Primary. The school's internal data shows that students make very good progress. This is not seen in lessons or in students' work over time where the majority of children in KG and students in Middle and Secondary make better than expected progress and most students in Primary make expected progress.Internal assessment data indicates outstanding attainment in KG, Primary, Middle and Secondary. This is not seen in lessons or students' work where the majority of children in KG and students in Middle and Secondary attain above curriculum standards and most students in Primary attain in line. CBSE examination results for Grades 10 and 12 indicate outstanding attainment. ASSET results for students in Grades 3 to 9 indicate good attainment, and weak attainment for students in Grades 6 to 9.Children in KG use their knowledge of matching letters to the sounds that they make to decode words and learn new vocabulary. They recognise letters and write short sentences. In Primary, students continue developing literacy skills writing simple sentences using conjunctions and simple vocabulary. Students' listening and speaking skills are developed soundly through presentations and role play. Independent reading skills are less developed. In Middle, students use oracy skills to share opinions on how seasonal metaphors are used to illustrate the cyclical nature of human life. Fluency, intonation and word pronunciation when reading and presenting are developing features across both Primary and Middle. In Secondary, students can fluently discuss their research on Egyptian pharaohs and their personal beliefs using accurate grammar, intonation and vocabulary.Overall, most groups of students make similar rates of progress. Higher-attaining students are not always sufficiently challenged and lower-attaining and students with SEN do not always receive effective support to maximise the progress they make. Girls in Secondary, typically make better progress than boys.	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none">• Children's ability to match letters with the sounds that they make and their ability to write short sentences in KG.• Students' literacy skills using accurate grammar, sentence structure, intonation and vocabulary in Secondary.	<ul style="list-style-type: none">• Students' independent reading skills in Primary.• Students' oracy skills including intonation and word pronunciation in Primary and Middle.
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Mathematics

- Students' achievement in mathematics is good overall. In lessons and in their work, the majority of students make good progress over time across all phases. This aligns with the school's internal assessment data for Secondary. It does not match the school's internal assessment data which indicates very good progress in KG and Middle and outstanding progress in Primary.
- Internal assessment data shows outstanding attainment in KG and Primary, very good attainment in Middle, and good attainment in Secondary. This does not match with what is seen in lessons and in students' workbooks, where the majority of children and students attain above curriculum standards. External CBSE 2024 results indicate acceptable attainment for Grades 10 and 12 students. ASSET 2024 results show overall good attainment, with very good attainment in Grades 3, 5, and 6; good attainment in Grades 4 and 8; acceptable attainment in Grade 7; and weak attainment in Grade 9. In ASSET, Grade 9 boys outperform girls.
- Children in KG demonstrate a secure understanding of working with numbers through patterns, currency, and addition. In Primary, students show strong competence in number concepts, basic operations with whole numbers, decimals, fractions, and measurement units, building a secure foundation for logical mathematical thinking and problem-solving. In Middle, students develop robust geometric skills, including understanding properties of 2-Dimensional shapes and applying geometric formulas effectively. In Secondary, students strengthen their geometric skills and expand their understanding of both 2-D and 3-Dimensional shapes. They acquire advanced skills in probability calculation and interpretation. Converting word problems into mathematical equations and enhancing mental mathematical skills are underdeveloped across the school.
- Overall, the majority of groups of students make better than expected progress. Students with SEN do not always progress at the same rate as their peers, and high attainers and gifted and talented (G&T) students are not consistently challenged to reach their full potential.

Areas of Strength

- Students' geometric skills in Middle and Secondary.
- Students' probability calculation and interpretation skills in Secondary.

Areas for Improvement

- Students' ability to convert word problems into mathematical equations across all phases.
- Students' mental mathematical skills across the school.



Science	<ul style="list-style-type: none">Students' achievement in science is good overall. The school's internal assessment data indicates that most students make better than expected progress in KG and Primary and very good progress in Middle and Secondary. This does not match with what was observed in lessons and children's and students' work over time, which shows that the majority make better than expected progress in KG, Primary and Middle and a large majority make better than expected progress in Secondary.The school's internal assessment data indicates that students' attainment is outstanding in KG and Primary and very good in Middle and Secondary. This is not evident in lesson and in students' work, where the majority of students attain above curriculum standards in KG, Primary, Middle and Secondary. Students' results in ASSET international benchmark tests for Grades 3 to 5 are very good overall, acceptable for Middle, and weak for Grade 9 students. CBSE 2024 results show good attainment for Grade 10 and very good attainment for Grade 12 students.In KG, children observe and identify the different types of objects that pollute the water. In Primary, students confidently explain transformations in the lifecycle of a frog. In Middle, students understand the Law of Reflection and create accurate diagrams to represent it. Primary and Middle students' investigation and inquiry skills and their use of scientific methods are less well developed. Secondary, students isolate DNA from given plant material and use their critical thinking, reasoning and analytical skills to create graphs that display the experimental results of photoelectric effect. Students' ability to apply their scientific knowledge and understanding to real-world applications are not yet fully developed.Different groups of students, including boys, and girls make similar rates of progress. High-attaining students, and G&T students do not receive sufficiently demanding tasks to accelerate their progress. Students with SEN do not consistently make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' secure understanding of scientific concepts across the school. Students' critical thinking, reasoning and analytical skills in Secondary. 	<ul style="list-style-type: none"> Students' engagement in practical activities to enhance their skills in inquiry, investigation and using the correct scientific method especially in Primary and Middle. Students' application of scientific skills to real-life situations, particularly in Secondary.
Other subjects	<ul style="list-style-type: none"> Students' achievement in other subjects is good overall. In lessons and in their work over time, most students make better than expected progress across all phases. This is not aligned with the school's internal data which shows most students make very good progress in commerce, and information and communications technology (ICT). Internal and external assessment data show attainment is very good for commerce subjects and ICT. This is not seen in lessons or in students' work where the majority of students attain above curriculum expectations. In KG, children develop their fine motor skills with cutting, gluing and colouring activities. A minority of children do not demonstrate control when colouring in their work. In art, Primary and Middle students develop basic artistic skills although more complex skills, such as shading and texture are not well developed. In Primary Urdu, students' listening, speaking and reading skills are secure, although their writing skills are less developed. In Middle, in Malayalam, students' skills in listening reading and writing are well developed. Students in Secondary have good reading, writing, and speaking skills in Hindi, although students do not to engage in role play to develop conversational Hindi in everyday scenarios. Students in Secondary also demonstrate a well-developed understanding of commerce. In physical education (PE), most students improve their fitness through sports, such as swimming, football, basketball and particularly in karate in Middle. Students in Secondary are able to confidently use animation software to create a bouncing ball clip during ICT lessons. Overall, different groups of students make similar rates of progress. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' skills in PE, particularly karate in Middle. Students' understanding of commerce in Secondary. 	<ul style="list-style-type: none"> Students' use of more complex artistic skills in Primary and Middle. Students' writing skills in Urdu in Primary.
Learning Skills	<ul style="list-style-type: none"> Students' learning skills are good overall and acceptable in Primary. Students enjoy learning and are engaged in lessons. Children in KG work independently and collaboratively as they experience the range of activities at different workstations. In Middle and Secondary, students take responsibility for their own learning by working collaboratively in groups or carrying out independent research to find out specific information or to explore a topic. Students in Primary can also work productively in groups, although the quality of their interactions is inconsistent and sometimes not all group members contribute fully to discussions and to the preparation of written outcomes. Most older students know their strengths and areas for development through feedback from teachers or from the results of tests and quizzes which they then try to improve upon. Students make clear connections between subjects and relate these to themselves or to their understanding of the world. Frequently, students make connections between what they are learning and UAE priorities, events, culture and history. Most students in Middle and Secondary are enterprising and can find out things for themselves using learning technologies at school and at home. Students' innovation and enterprise skills are less developed across all phases. Students incorporate learning technologies well in almost all of their lessons to support and enhance learning, such as seniors using the virtual laboratory during physics lessons. Critical thinking and problem-solving skills are developing in Primary and are established features of learning in Middle and Secondary. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none">Children's and students' enjoyment and engagement in learning across all phases.Children's and students' collaborative learning across all phases.	<ul style="list-style-type: none">Students' critical thinking and problem-solving skills in Primary.Students' innovation and enterprise skills across all phases.
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PERFORMANCE STANDARD 2: STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

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

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

- Students' personal development is very good overall. Students display positive and responsible attitudes. Most students are confident in their own abilities and able to do things for themselves. They ask their teachers for advice and support and respond very well to critical feedback, which helps them to make good progress. Students show self-discipline in school. Bullying is very rare and when an incident is reported, it is swiftly resolved.
- Students' very positive behaviour and their collaborative approach to resolving problems, contribute to the school's harmonious learning environment. Students are sensitive to the needs and differences of others and consistently help each other. Children and students show respect to others and listen attentively to role-plays and presentations by their peers. They consistently work cooperatively with a partner or in groups and participate fully in whole class learning.



- Students demonstrate a clear understanding of safe and healthy living and generally make sound choices about their own health and safety. They usually participate in activities that promote safe and healthy lifestyles.
- Students' attendance is very good at 96%, and almost all students arrive at school on time, unless there is traffic congestion. They are also punctual for lessons.

Understanding of Islamic values and awareness of Emirati and world cultures

Good

Good

Good

Good

- Students show clear understanding, respect and appreciation for UAE traditions and heritage. They understand Islamic values and the culture of the contemporary UAE, as demonstrated by their application of Islamic etiquette, recitation of the Holy Qur'an during the morning assembly, and participation in calling for prayer and Islamic competitions.
- Students are knowledgeable and respectful of Emirati culture, involving themselves in a range of activities, initiatives, and celebration of national events, such as Martyrs' Day and participation in the Arabic handwriting competitions. They show commitment to preserving the Ghaf tree planted in the Ghaf Garden. Students take pride in their own cultural heritage.
- Students respect and engage with other world cultures, participating in events such as International Children's Day, and Malayalam and Urdu intra-school competitions. Students' learning about wider cultural diversity beyond their school is still evolving.

Social responsibility and innovation skills

Good

Good

Good

Good

- Students willingly and actively participate in activities that have a positive impact on the school and the wider community. Teams organise and participate in school activities, such as assisting with daily management during break times and dismissal. Students also engage in community activities, including the 'Tarahum for Gaza', 'UAE Stands with Lebanon', and the Blood Donation Campaign.
- Students demonstrate a very positive work ethic and actively participate in school led projects, such as the Blue Brands for Resilience competition entered for and won by boys in Grade 11. Opportunities for students to initiate and develop entrepreneurial skills and to be more innovative are less developed.
- Students show an awareness of environmental issues, participating in recycling, tree planting, and sustainability projects, such as gardening, environment, and Earth Day



celebrations. The school has won second place in the Interschool Battery Challenge competition organised by Beeah.

Areas of Strength:

- Students' clear understanding and appreciation of Islamic values and Emirati culture across all phases.
- Students' environmental awareness through participation in the school's Ghaf Garden across all phases.

Areas for Improvement:

- Students' awareness and understanding of other world cultures across the school.
- Students' creativity, innovation, and initiation of their own projects across all phases.

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	Acceptable	Good	Good

- The overall quality of teaching for effective learning is good. It is acceptable rather than good in Primary. Most teachers apply their knowledge of their subjects and how students learn them. All teachers use a standardised template to plan lessons that are interesting and include various approaches and resources, including 'think, pair, share', group collaboration, presenting, role-plays and debating that result in students' cooperation and participation. Teachers' autonomy in the structure of their lessons to meet students' needs varies. Their use of time and resources to support learning are inconsistent, particularly in Primary.
- Teachers ensure that students are engaged learners in KG, Middle and Secondary, and willing learners in Primary. In Secondary, and particularly in Islamic Education, Arabic, social



studies and science, teachers' questioning promotes higher level critical thinking. This leads to thoughtful discussions and reflection that is not as evident in other subjects and phases.

- Teachers across the school use differentiated activities to effectively meet the needs of most students. In lessons, students collaborate as analysts, story tellers, visualisers and architects, and activities are mapped to assessments. Students in Primary work productively in groups, although the quality of their interactions is inconsistent and sometimes not all group members contribute fully. Teachers' strategies for challenge and support are not always consistently applied or sufficiently personalised across all grades. Teachers do not always provide enough support for lower-attaining students or students with SEN, or sufficient challenge for high-attaining, and G&T students.
- Most teachers promote students' critical thinking and innovation skills in science. Teachers' development of students' independent learning and problem-solving skills are less successful across other subjects.

Assessment	Good	Good	Good	Good
<ul style="list-style-type: none">• The school employs well-structured internal assessment processes, including diagnostic tests, periodic assessments, and termly examinations to evaluate students' academic development against curriculum expectations and standards. These assessments, supported by continuous evaluations, such as assessment for learning, and assessment as learning, generate comprehensive data to help the school measure students' progress. Students' participation in external examinations and cognitive tests such as CBSE, ASSET, PISA, TIMSS, and CAT4 enables benchmarking against national and international standards, and the resulting data contributes towards the effective tracking of students' achievement across all phases.• The school systematically analyses internal and external assessment data to monitor individual and group performance, identifying progress and learning gaps. This data is shared with teachers to guide lesson planning and curriculum adjustments, although its use in refining lessons and the curriculum to support students with SEN and high attaining students requires further development.• Teachers effectively use assessment to identify students' strengths and areas for improvement, providing clear guidance and constructive oral feedback. Students actively engage in self- and peer-assessments during the learning process. Teachers do not always provide clear guidance to students on how to improve their written work or consistently follow-up on students' responses to their feedback.				
Areas of Strength:				



- Teachers' planning of lessons that includes various approaches and resources including 'think, pair, share', group collaboration, presenting, role-plays and debating that ensures students' cooperation and participation across the school.
- Teachers' interactions with students, particularly in Islamic Education, Arabic, social studies and science, promoting higher-level thinking, thoughtful discussions and reflection in Secondary.
- Teachers' effective analysis of assessment data to monitor students' progress and to identify learning gaps across the school.

Areas for Improvement:

- Teachers' consistent use of assessment data to ensure that lessons meet the needs of all students, particularly students with SEN and high-attaining students across the school.
- Teachers' approaches to enable all students to consistently be successful learners in Primary.
- Teachers' guidance to students on how to improve their written work and consistent follow-up on students' responses to their feedback across all phases.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none">The school follows the CBSE Curriculum Framework and the Ministry of Education (MoE) Curriculum for Arabic and Islamic Education. The two curricula have a clear rationale. The continuity and progression of learning are organised around phases in most subjects. The learning is planned to consider students' existing knowledge and meet the needs of the majority of groups of students. As a result, students are well prepared for their next stage of learning as they move up through the school.The school offers a good number of curricular choices for students within the CBSE curriculum. Students choose subjects to follow either the science or commerce stream. Extra-curricular activities held within the school timetable cater for the needs of a majority of students although choices remain insufficient. The CBSE 'transdisciplinary' idea supports cross-curricular learning, although connections between subjects are not fully integrated across all areas of learning.The curriculum is reviewed termly by reflecting on all units taught and the results of internal, external and benchmarking assessment data.				
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">The school identifies students based on need and capability and offers targeted support in lessons and through additional support in teaching. Individual Education Plans (IEPs) are prepared to focus clearly on improving students' outcomes; they are not consistently implemented in lessons. Opportunities for G&T students to pursue their talents further through extra-curricular activities are insufficient. High-attaining students are not consistently challenged in lessons to make the progress of which they are capable.				



- The curriculum is interesting and motivates most students. Creative and skills-based courses run in Middle and Secondary and are integrated into most lessons. The curriculum provides students across all phases with a range of opportunities, including extra-curricular clubs to enrich learning and develop their collaboration and communication skills. There are fewer opportunities for students to develop innovation and enterprise skills.
- The curriculum provides a range of well-integrated learning experiences that ensure all students develop a clear understanding of the UAE values, culture and society across most lessons.

Areas of Strength:

- The curriculum choices for students in Secondary.
- The curriculum links with Emirati Culture and UAE society across all phases.

Areas for Improvement:

- The modification of the curriculum to meet the needs of all groups of students, including higher-attaining students, those with SEN and G&T students across the school.
- The enhancement of the curriculum to include students' innovation and enterprise skills development consistently and within lessons across all phases.



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 for child protection /safeguarding	Good	Good	Good	Good
<ul style="list-style-type: none">The school provides a caring and safe environment and the supervision of all students includes a strong effective prefect system. The school regularly updates health and safety policies, shares them with stakeholders and implements them effectively during anti-bullying week and assemblies.The buildings are over 20 years old and are well maintained although in KG and the boys' block maintenance is not sufficiently thorough. Toilets are not always clean and hygienic. Classrooms are often crowded due to the high number of students using them. Indoor activity rooms and specialist rooms, such as the library and the science laboratories are well suited for the learning needs of most students. The outdoor sports field used by seniors does not have shade. There is no lift to aid students with restricted mobility. Comprehensive records of school maintenance are securely stored. A team of 6 nurses and 2 doctors provide strong medical support and care for students through routine checks such as eye and body mass index (BMI) check-ups. Staff keep accurate medical records safely and all medicines and hazardous materials are secured.The school promotes safe and healthy lifestyles systematically through health education awareness campaigns, such as healthy lunchbox competitions and healthy food guidance through assemblies and during home room time. Students sometimes bring in food for celebrations which is not aligned with school and ministry regulations. PE is part of the curriculum and includes a wide choice of activities, such as swimming and karate. This is complemented with an extra-curricular programme during the school day.				
Care and support	Good	Good	Good	Good



- Teachers' and students' relationships are positive. The systems and procedures for managing students' behaviour are effective and the whole school community is kept fully informed regarding any updates.
- The school's arrangements are effective and their approaches successful in promoting students' very good attendance and punctuality.
- The school is inclusive and has appropriate procedures in place for identifying students with SEN. The school provides training for teachers on its inclusion policy and processes.
- Comprehensive and highly focused support for students with SEN and G&T students is insufficiently developed to enable them to achieve their full potential.
- The pastoral care staff monitor students' wellbeing and personal development appropriately through individual and collective guidance. This is supported through a wellbeing student representative in each class and student-led assemblies on mental health matters. The school provides comprehensive academic counselling for students in Grades 5 to 12 and career guidance for students in Grade 12 and their parents through university fairs and external agencies.

Areas of Strength:

- The systems to ensure positive relationships between teachers and students across the school.
- The approaches to managing students' attendance and punctuality across the school.

Areas for Improvement:

- The systems to support students with SEN and G&T students during lessons across all phases.
- The quality of maintenance in KG and the boys' block.
- The cleanliness and hygiene of toilets across the school.



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 senior leadership team has a commitment to UAE priorities translated into a clear vision that is shared with all stakeholders. Relationships are professional and there is a clear structure of responsibilities. Most senior leaders, including the principal, have been at the school for a number of years which positively influences relationships.
- Middle leaders have a secure understanding of current educational best practices. They have clear responsibilities in leading teaching and learning in their departments, although their limited availability is hindering consistent improvements across the school. The principal, with the support of the senior leadership team, ensures compliance with most statutory and regulatory requirements.

Self-evaluation and improvement planning

Good

- The school's self-evaluation is based on thorough analysis of internal and external data during a structured termly process. This supports the identification of priorities outlined in the school's improvement plan, which also includes recommendations from earlier review visits, most of which the school has addressed. While appropriate concerns are identified, the school does not accurately reflect them within its self-evaluation. The improvement plan is insufficiently concise in identifying interim monitoring activities or realistic targets. Monitoring of teaching and learning is heavily focused on teaching and does not concentrate sufficiently on how well students are progressing during lessons.

Partnerships with parents and the community

Good



- The school engages parents in the life of the school, particularly through charity drives. Communication with parents is effective; parents gain access to the school's information through emails and online messaging systems. Teachers respond swiftly to parents' questions. The parents' council is mainly involved in social events; there is no structured process to capture the feedback from all parents. Parents receive termly reports, conveying all aspects of students' achievements and to a lesser extent their personal development.
- The school has some partnerships with other local and national communities. Those which are in place mainly support students' social contribution. International partnerships are underdeveloped.

Governance

Good

- The governance board is comprised of the owners and supported by an executive board from the school's management group. One board member acts as the executive director of the school and works with and supports the school closely. The board meets the parents' council members to seek their views and is in close contact with teachers and students through the executive director. The board meets regularly with the principal and senior leadership team to review students' achievements in board and external benchmark examinations. Governors do not provide the appropriate support to resolve the overcrowding in classrooms and meet all the regulatory requirements.

Management, staffing, facilities and resources

Acceptable

- Most aspects of the day-to-day management of the school ensure that it runs smoothly with all staff and students aware of the school's routines, which they fully respect. Teachers are deployed appropriately; there are no teaching assistants for KG or in the lower Primary grades, despite the large and crowded classrooms. Professional development for teachers is not fully focused on individual teachers' specific needs. Teaching areas have a high density of students, limiting their learning experience as they cannot benefit from using the few learning resources available. Outdoor facilities include covered play areas in KG and playing fields for older students which are in an acceptable condition and used regularly.

Areas of Strength:

- The commitment of the school's leadership to the UAE national priorities.



- The professional and positive staff relationships across the school.
- The effective day-to-day management of the school.

Areas for Improvement:

- The availability of middle leaders and their training to effectively conduct their roles as leaders of teaching and learning in their departments.
- The monitoring of teaching and learning so that it focuses on students' achievements.
- The governing board's support to resolve the overcrowding in classrooms, raising the quality of maintenance across the school and meeting all the regulatory requirements.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school teaches Arabic as a second language. It employs 22 Arabic teachers across Grades 1 to 12, no Arabic is taught in KG. The teacher to student ratio is: 1:251.
- The school library has 1,223 Arabic books: 1,064 fiction and 159 non-fiction titles. Library periods are allocated through the timetable for Grades 1 to 12. A mobile library moves between classes across Grades 1 to 12 to encourage students to read. The school supports Arabic through an online library. This term, the school started using an online system to provide an individual learning experience to all students.
- The school organises competitions that encourage students to read, such as 'Arabic Reading Challenge' and 'Arabic Poem and Story Writing Competition'. The school uses caption writing for pictures across Grades 1 to 12 based on students' literacy skill levels.
- The school has recently introduced a 'Calligraphy Competition' for Grades 1 to 12 to display students' Arabic writing across the corridors. Parents are encouraged to read with their children at home.

The school's use of external benchmarking data

- The school meets all SPEA requirements; almost all students take part in benchmarking examinations (ASSET 2023) in: English (99%), Mathematics (99%), and science (99%). Almost all students participate in CAT4.
- The school prepares students for examinations through regular practice sessions, online classes, and web-based resources such as ASSET questions. Examination-specific questions (10–15%) are integrated into regular assessments.
- The school communicates with parents to ensure their understanding of the importance of examinations, how to interpret results and how to support their children. Information about examinations and test processes are shared with students through circulars sent to their school email and other online messaging systems.
- Results are communicated to students by their teachers and parents are copied into the emails. Announcement of results is through online systems. The school also hosts open house meetings, providing face-to-face opportunities to discuss students' external examination results and attend to any related concerns.

Provision for KG

- The KG is managed by 2 supervisors, 1 dedicated to KG1 and the other to KG2. The total

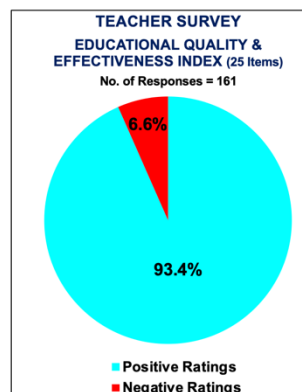
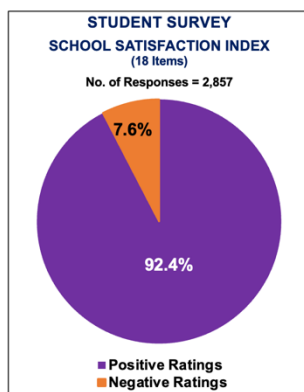
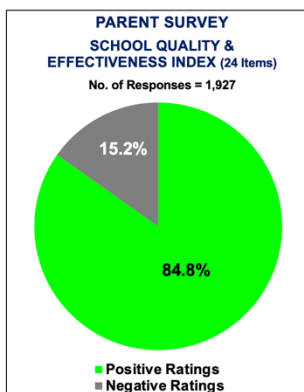


number of teachers is 30, supporting 953 children (378 in KG1 and 575 in KG2). The teacher-child ratio is maintained at 1:32.

- The indoor environment has 12 classrooms in KG1 and 18 classrooms in KG2, including 5 in the girls' block. Classrooms are equipped with educational resources, reading corners, and displays of children's work. Two science, technology, engineering and mathematics (STEM) activity rooms provide opportunities for exploration and experimentation.
- Outdoor facilities include a secure, covered play area, a marked playground, additional covered play zones with equipment, a sand area, a water play zone, mini basketball and football fields, and a gardening corner.
- In April, parents of children who will be new to KG attend orientation sessions to learn about the school, meet teachers, and understand the curriculum. Transition from KG2 to Grade 1 begins in early March, with collaborative discussions between KG2 and Grade 1 teachers regarding children's progress and learning needs. Consistent communication through digital platforms and telephone calls keeps parents connected and informed. Report cards are accessible through the online system.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' overall achievement, particularly in Primary by:
 - raising English, Arabic and social studies outcomes to at least good.
 - providing students with more opportunities to develop their innovation and critical thinking skills during lessons.
- Improve the quality of teaching and learning, particularly in Primary by:
 - identifying current best teaching practices in the school and sharing these across all departments.
 - using assessment information accurately and consistently in teachers' lesson planning and by modifying the delivery of lessons to ensure that the individual needs of all students are fully met.
 - ensuring feedback to students on how to improve their written work is constructive, consistent and follows up on students' responses to their feedback.
 - modifying the curriculum to resolve any gaps in students' learning, particularly for students who join the school at times other than expected.
- Improve governance of the school by:
 - reducing overcrowding in classrooms across the school to ensure safety and enhancing the learning experiences of students in Primary.
 - providing training to enhance the ability of middle leaders to lead teaching and learning in their departments so that they can provide support to individual teachers and tackle inconsistencies in teaching and learning, particularly in Primary.
 - raising the quality of maintenance across the school, particularly in KG and in the boys' section.
 - ensuring all statutory requirements are fully met.

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.



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

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