



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme
**School Performance Review (SPR)
Report**

English Private School of Kalba

2-5 February 2026

Overall Effectiveness

Good



إتقان ITQAN



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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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

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

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

- visits to lessons in Arabic, Islamic education, UAE social studies, English, mathematics and science, and other subjects, including lessons reviewed jointly with senior leaders of the school;
- reviewing important documents such as, school self-evaluation form, school policies and the school improvement plan;
- meeting the Governors, Principal, senior leaders, 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	144
School location	Kalba, Sharjah
Establishment date	August 2002
Language of instruction	English
School curriculum	UK (English National Curriculum)
Accreditation body	Cambridge, Pearson Edexcel
Examination Board	Cambridge, Pearson Edexcel
External assessments International and Curriculum Benchmark Assessments	PISA, TIMSS, PIRLS, CAT4, PTS PTE, IBT, PTM, TALA
Fee range	AED 12,770 – AED 23,595
Staff	
Principal	Mr. Harron Ahmed
Chair of Board of Governors	Mrs. Azza Faisal Al Qassemi
Total number of teachers	88
Total number of teaching assistants	31
Turnover rate	3%
Teacher: student ratio	1:15
Total number of students	1331
Total number of students per cycle/phase	Cycle/Phase 1: 135 Cycle/Phase 2: 857 Cycle/Phase 3: 326 Cycle/Phase 4: 13
Pre-KG: number and gender	Boys: 0 Girls: 0
KG (Phase 1): number and gender	Boys: 79 Girls: 56
Phase 2: number and gender	Boys: 440 Girls: 417
Phase 3: number and gender	Boys: 195 Girls: 131
Phase 4: number and gender	Boys: 8 Girls: 5
Total number of Emirati students	1035
Pre-KG: Emirati number and gender	Boys: 0 Girls: 0
KG (Phase 1): Emirati number and gender	Boys: 65 Girls: 47
Phase 2: Emirati number and gender	Boys: 348 Girls: 337
Phase 3: Emirati number and gender	Boys: 139 Girls: 98
Phase 4: Emirati number and gender	Boys: 1 Girls: 0
Nationality groups	1. Emirati 2. Egyptian
Total number of students with special educational needs (SEN)	9
Students	



PROGRESS JOURNEY

Previous Review: (2023-24)	Current Review:
GOOD	GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 173 lesson observations, 67 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good, which is the same as at the previous review; yet, with a better profile of improved judgements. In addition to improvements in Arabic as a first language (AFL), mathematics and science, there have also been improvements to students' learning skills. Students' responsibility and innovation skills have improved overall. AFL has improved to very good In Phase 1, but Arabic as a second language (ASL) has declined to acceptable in Phase 3. Mathematics has improved to good in Phases 1, 2 and 3, with Phase 4 now very good. Students' progress in science improved to very good in Phase 4, although there are very small numbers taking the subject. Achievement in other subjects is now good overall. Relationships across the school remain strong, and students' personal development is now very good. They demonstrate a very good understanding and appreciation of Islamic values and UAE culture. Senior leaders and governors have worked diligently to improve the quality of teaching, although information from assessments is not yet used consistently to inform teachers' planning and in meeting the needs of all learners. The curriculum provides a range of pathways and choices for students, although the small number of students in the upper year groups in Phase 3 and in Phase 4 restricts the subject options for IGCSE and A-level. The limited retention beyond Phase 2 presents a significant strategic challenge that constrains curriculum breadth and long term sustainability. Further work is needed to ensure the curriculum is adapted to meet the needs of students in all phases. Health and safety arrangements, including safeguarding, are very good. The care and well-being of students is good overall although the support for students with additional learning needs requires further development. Overall, leaders have responded promptly to the recommendations of the previous review and have built well on the firm foundations already laid. They are demonstrating good capacity to improve the school further.



KEY AREAS OF STRENGTH:

- The consolidation of good achievement in most subjects and the improvements in Arabic in Phase 1 and mathematics in all phases.
- Students' personal and social skills, their understanding of Islamic values and their social responsibility.
- The leadership of the principal and senior leadership team.
- Teachers' knowledge of their subjects and how students learn
- The protection, care, and guidance provided for students.
- The strong parental links and the oversight of the school's provision by governors.

KEY AREAS FOR IMPROVEMENT:

- Students' skills of innovation and the use of technology to support the development of independent research and inquiry.
- The consistency of teachers' practices so that learning activities meet the needs of all groups of students, enabling them to reach their full potential.
- The breadth of the curriculum in all phases but particularly in Phases 3 and 4, ensuring students have a wide choice of education pathways.
- Middle leaders' accurate monitoring and evaluation of teaching, particularly the application of quality criteria in the UAE school inspection framework.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1:

STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as a First Language)	Attainment	Very Good	Good	Good	Good
	Progress	Very Good	Good	Good	Good
Arabic (as a Second Language)	Attainment	N/A	Good	Acceptable	N/A
	Progress	N/A	Good	Acceptable	N/A
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Mathematics	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
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	Good	Good	Very Good

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Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is good overall. The school's internal data shows that students make very good progress in Phases 2 and 3 and outstanding progress in Phase 4. This does not match that seen in lessons and in students' work, where the majority of students make progress which is above curriculum expectations in all phases.• Internal assessment data shows that attainment is outstanding in all phases. This does not match with that seen in lessons and in students' work, where the majority of students attain above curriculum standards in all phases. There are no external assessments for Islamic Education.• Students' achievement in Islamic Education is good overall. In Phase 2, the majority of students recite and memorise short Surah of The Holy Qur'an accurately, demonstrating secure foundational knowledge. However, their ability to explain the precise meanings of vocabulary from The Holy Qur'an and the Noble Hadeeth is less secure. In Phase 3, students show a good understanding of the Prophet Muhammad (PBUH) guidance, including teachings related to prohibition and the consequences of frightening others, and can relate these to moral behaviour. Yes, students' ability to make connections between what they learn in passages of the Holy Qur'an and the Noble Hadeeth is less well developed. In Phase 4, the majority of students demonstrate mature understanding of Islamic values and manners, confidently explaining principles such as tolerance and respect for people of different faiths.• The majority of groups of students make better than expected progress. Higher attaining students and students with additional learning needs do not always make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' recitation and memorisation of short Surah from the Holy Qur'an in Phase 2.• Students' mature understanding of Islamic values and manners across all phases, especially in Phase 4.	<ul style="list-style-type: none">• Students' explanation of the vocabulary of the Holy Qur'an and the Noble Hadeeth in Phase 2• Students' ability to make connections between relevant passages of the Holy Qur'an and the Noble Hadeeth.



Arabic Language

- Students' achievement in the Arabic first (AFL) is good overall and is acceptable in Arabic second language (ASL). The school's internal data shows outstanding progress in all phases in both subjects. This does not match that seen in lessons and students' work; where the majority of students make progress which is above curriculum expectations in AFL in Phases 2, 3 and 4, and in ASL in Phase 2. In Phase 1, the large majority of children in AFL make progress which is above curriculum expectations, while in ASL, most children make progress which in line with curriculum expectations.
- Internal data shows that attainment is outstanding across the school in both AFL and ASL. This does not match that seen in lessons and in students' work, where the majority of students reach levels of attainment which are above curriculum standards in AFL in Phases 2, 3 and 4, and in ASL in Phase 2. In Phase 1, the large majority of children in AFL attain at levels which are above curriculum standards, while in ASL, most children reach levels of attainment which are in line with curriculum standards. External IBT and Tala outcomes indicate that attainment is very good in Phases 2, 3 and 4 in AFL. There are no external assessments for Phase 1.
- Students achieve well in Arabic overall. In Phase 1, children build very good foundations in early language and letter sounds, and they demonstrate well-developed listening skills and secure understanding of spoken Arabic. In Phase 2, students analyse and comprehend texts effectively, particularly in AFL. They read fluently in AFL, supported by strong listening skills; however, ASL students read less fluently and with limited expression due to insufficient practice. Most students understand grammar rules, but they do not consistently apply these rules accurately in their writing, particularly in punctuation and sentence structure. Across AFL and ASL, students do not yet produce sufficiently developed extended creative writing, as they lack confidence and accuracy in using standard Arabic language structures independently.
- The majority of groups of students make above expected progress overall.

Areas of Strength

- Phase 1 children's understanding of early language and letter sounds.
- AFL students' fluent reading in Phase 2.

Areas for Improvement

- Students' creative extended writing in all phases.
- ASL students' skills in reading with expression.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. The school's internal data shows that students make good progress in Phase 2 and acceptable progress in Phase 3. This does not match with that seen in lessons and in students' work, where the majority of students in Phases 2 and 3 make progress which is above curriculum expectations.• The school's internal data shows that attainment is outstanding in Phases 2 and 3. This does not match with that seen in lessons and in students' work, which shows the majority of students reach levels of attainment which are above curriculum standards in both phases. There are no external assessments for social studies.• The majority of students in Phase 2 understand the importance of UAE landmarks as symbols of its culture, history and development. They demonstrate understanding and appreciation of the traditions of different cultures. Their skill in interpreting geographical and political maps is less secure. Phase 3 students demonstrate their understanding of H.H. Sheikh Zayed bin Sultan Al Nahyan (may his soul rest in peace) character and his future vision for the youth and their role in building the future of the UAE. They understand and appreciate the UAE Government's contributions to maintaining a sustainable environment. They evaluate the impact of the UAE's achievements since its establishment. Their skills in analysing and connecting its history to present day contexts is less well developed.• The majority of groups of students make better than expected progress. Higher-attaining students and students with additional learning needs do not always make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Phase 2 students' understanding of the importance of UAE landmarks.• Phase 3 students' understanding and appreciation of the UAE Government priorities to maintaining a sustainable environment.	<ul style="list-style-type: none">• Students' interpretation and analysis of geographical and political maps in phase 4• Students' ability to connect the history of the UAE to present day contexts.



English

- Students' achievement in English is good overall. The school's internal data shows that students make outstanding progress in Phases 1, 2 and 3. No students take English in Phase 4. This does not match with that seen in lessons and students' work, where the majority of students make progress which is above curriculum expectations in Phases 1, 2, and 3.
- The school's internal data shows that attainment is very good in Phases 1, 2 and 3. This does not fully match that seen in lessons and students' work, which shows the majority of students reach levels of attainment which are above curriculum standards in all three phases. External GL data shows that attainment is acceptable in Phase 2 and Phase 3. IGCSE outcomes for 8 students in Phase 3 were outstanding. There are no external assessments for Phase 1.
- The majority of students in Phases 1, 2 and 3 demonstrate strong speaking, listening, and reading skills. In Phase 1, children learn to identify and write initial sounds and recognise items beginning with that sound. Children begin to segment and blend simple words accurately to support their emerging reading skills. In Phase 2, students build on these skills to improve their vocabulary. Students in Phases 2 and 3 develop the ability to analyse and make inferences from text, finding evidence to support their views. Students express themselves clearly and present their arguments with confidence. For example, students in Year 6 argued the case for pocket money. The skills of debate and persuasion are further developed as students move into Phase 3, where students in Year 10 consider whether someone fighting for justice is a criminal or a hero. However, students' writing across the school is less well developed. Most students in Phases 1, 2 and 3 write at expected curriculum standards, but in some instances, below this. Students have too few opportunities to compose extended pieces of writing, in different genres, where they can consistently apply the conventions of grammar, punctuation, and spelling. There is improvement once students begin their IGCSE courses.
- The majority of groups of students make better than expected progress, although some higher-attaining students do not consistently make the progress of which they are capable.

Areas of Strength

- Students' strong speaking and listening skills across the school.
- Students' ability to analyse texts and find supporting evidence to support a viewpoint in Phases 2 and 3.

Areas for Improvement

- Students' understanding and application of punctuation and grammar conventions.
- Students' writing skills and their ability to compose extended pieces of writing, in different genres, across Phases 1,2, and 3.



Mathematics

- Students' achievement in mathematics is good overall. The school's internal data shows that children make very good progress in Phase 1 and good progress in Phases 2, 3 and 4. This does not fully match that seen in lessons and in students' work where the majority of students in Phases 1,2 and 3 and a large majority in Phase 4 make better than expected progress.
- The school's internal data shows that attainment is outstanding in Phase 1, very good in Phases 2 and 4 and acceptable in Phase 3. This does not match that seen in lessons and students' books where the majority of students are reach levels above curriculum standards in Phases 1, 2, and 3, and the large majority of students do so in Phase 4. The school's external GL data indicates that attainment is good in Phases 2 and 3. IGCSE and A-Level outcomes are very good in Phases 3 and 4. There are no external assessments for Phase1.
- The majority of children in Phase 1 demonstrate a good understanding of numbers but sometimes struggle when adding on or taking away. In Phase 2, the majority of students use technology to identify and define complementary angles in geometry and explore and test their understanding. They are less secure in calculating missing angles. In Phase 3, students understand and apply trigonometric relationships, including, for example, in non-right-angled triangles. They demonstrate a clear understanding of the sine rule and angles in triangles. They are less able to apply the sine rule to find missing sides of triangles. In Phase 4, students identify and solve more complex mathematical problems accurately, for example differential equations using integration and applying initial conditions. Students' application of techniques to solve real-world problems and extract information from text is sometimes less secure.
- Overall, the majority of student groups make better than expected progress. In Phase 3, girls slightly outperform boys.

Areas of Strength

- Phase 3 students' confidence in using trigonometric relationships.
- Phase 4 students' ability to solve differential equations accurately.

Areas for Improvement

- Phase 3 students' ability to apply the sine rule to calculate the length of unknown sides in a triangle.
- Students' interpretation and analysis of real-world mathematical problems.



Science

- Students' achievement in science is good overall. Internal assessment data shows that students' progress is very good in Phases 2 and 3 and good in Phase 4. In lessons and in their work, the majority of students in Phases 1, 2 and 3, and the large majority of students in Phase 4, make progress which is above curriculum expectations.
- The school's internal data shows that attainment is very good in Phase 2, good in Phase 3 and acceptable in Phase 4. This does not fully match with attainment seen in lessons and in students' work, where the majority of students' reach levels of attainment which is above expectations in all phases. External GL data shows good attainment in Phases 2 and 3. IGCSE chemistry and physics outcomes are outstanding while they are very good in biology. In Phase 4, the attainment of the very small number of students entered for AS and A-level level sciences is very good. There are no external assessments for Phase 1.
- Children in Phase 1 make accurate observations and record them in a simple format when investigating the differences between hot and cold, and linking this to the seasons. Students in Phase 2, develop important scientific investigation skills, such as making predictions but are less confident in designing their own investigations. By the early years of Phase 3, students perform simple investigations following instructions, work safely and record their observations appropriately and accurately. The report writing skills of Phase 3 students are generally underdeveloped as is their confidence in using the appropriate scientific terminology. The few Phase 4 students make very good progress in their understanding of scientific principles and use IT simulations to control variables. Phase 4 students are less confident in writing at length about their scientific investigations and in devising hypotheses and designing and carrying out procedures to test in a laboratory.
- The majority of groups of students make above expected progress. Emirati students' attainment in external assessments is not as strong as the non-Emirati.

Areas of Strength

- Students' scientific predictions during investigations in Phase 2.
- Phase 4 students' understanding of scientific principles.

Areas for Improvement

- Phase 4 students' ability to explain the results of scientific investigations.
- Students' confidence in using scientific terminology in Phase 3.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good across the phases. The school's internal assessment data indicates that students' progress is outstanding in Phases 2, 3 and 4. In lessons and in their work, the majority of students across all phases and subjects make progress which is above curriculum expectations.• The school's internal data shows that attainment in other subjects is outstanding in Phases 2, 3 and 4. This does not match that seen in lessons and in students' work, where the majority of students overall reach levels of attainment which are above curriculum standards in other subjects, across all phases. External IGCSE assessment data in ICT indicates that students' attainment is outstanding. There are no assessments for Phase 1.• The majority of students make good progress in other subjects in all phases with the large majority making good progress in ICT and PE in Phase 3. In ICT, students develop good digital skills and apply their learning appropriately across a range tasks linked to everyday contexts, for example setting up spreadsheets. In French, Phase 3 students develop vocabulary and sentence structures, although their confidence in extended speaking is less consistent. In PE, students across phases develop their physical skills and coordination. For example, their ball control skills in football and their hand-eye co-ordination skills in racket sports is generally strong. In art, students display their creative skills well, for example, in painting and through making collages. However, older students do not use a wide enough range of media to extend their creativity.• Overall, the majority of groups of students in other subjects make better than expected progress.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Phase 3 students' application of digital skills in ICT.• Students' ball control skills and hand-eye coordination in PE.	<ul style="list-style-type: none">• Phase 3 students' ability and confidence to speak at length in French.• Older students' ability to use a wider range of media in their artwork.



Learning Skills	<ul style="list-style-type: none">• Students, across the school, demonstrate positive attitudes to learning and engage willingly in lessons are good; taking responsibility for their learning when given the opportunity. Students in Phases 1, 2 and 3 are uncertain how to improve their work due to inconsistencies in marking and feedback. Phase 4 students are clearer about the steps to take to improve their work and achievement.• Children in Phase 1 begin working together in small groups. As students move through the school, they learn to work together towards a common goal. This work is sometimes impeded due to large group sizes in some classes, which means not all students get involved. Students in all phases communicate their learning well to each other. In Phase 1, children can offer a simple explanation about why a story character is upset. Students build their skills and hold debates, reasoning and justifying their opinions very clearly, particularly in Phase 4.• Students in all phases can transfer learning from one subject to another and do so more independently in Phase 4. Students make links to everyday lives, such as the importance of recycling. In most lessons, students make clear connections to UAE culture and society.• As students' progress through school, their critical thinking and reasoning skills develop systematically. By Phase 4, students are articulate and are able to present reasoned, persuasive arguments. Students throughout the school engage in problem solving activities, particularly in mathematics. However, independent research skills are less well developed, and innovation and creativity are not strong features of lessons across the school.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to link their learning to their everyday lives.• Students' communication skills as they reason and debate confidently.	<ul style="list-style-type: none">• Students' collaboration skills when working in larger groups.• Students' independent research and inquiry skills.



PERFORMANCE STANDARD 2:

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Students' personal and social development is very good overall and across all phases. Students demonstrate highly positive and responsible attitudes towards learning, showing strong self-reliance and responding constructively to critical feedback. Students display growing confidence in their learning, follow established routines consistently, and demonstrate high levels of self-discipline. Their exemplary behaviour positively influences the wider school community.Relationships across the school are very strong. Students enjoy highly positive relationships with their teachers and report feeling safe, valued, and well-supported. They are respectful of staff and other students and follow procedures both inside and outside the classroom. These strong relationships foster a calm, respectful, and inclusive learning environment. Students show care and consideration for one another and work cooperatively in lessons and throughout the school. Bullying is rare, any incidents are addressed immediately.Students demonstrate a secure understanding of a healthy lifestyle and generally make responsible choices. They show positive attitudes towards healthy eating and physical activities. However, a minority of students continue to make less healthy choices, indicating a need for further reinforcement.Students' attendance at 95% is good and they generally arrive at school and to their lessons on time.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Students across all phases demonstrate a secure appreciation and understanding of how Islamic values influence contemporary UAE society. Islamic values are systematically integrated through teachings, recitation from the Holy Qur'an, assemblies, and interschool competitions promoting moral conduct and spiritual growth. Students actively participate in a wide range of faith-based initiatives, including carnivals, charitable activities, religious occasions Al-Isra and Al-Mi'raj which further strengthen their understanding and practical application of values.				



- Students demonstrate a strong knowledge of and respect for the heritage and culture that underpin contemporary life in the UAE. Students celebrate key national events, such as National Day, Eid Al Etihad and Flag Day with respect and appreciation. However, students' depth of understanding of the achievements and legacy of H.H. Sheikh Zayed bin Sultan Al Nahyan (may his soul rest in peace) are less well developed.
- Students demonstrate a good understanding of and respect for their own culture and confidently compare it with other the cultures represented in the school, identifying similarities and differences. They actively engage in opportunities to interact with peers from diverse cultural background within the school and wider community.

Social responsibility and innovation skills

Very Good

Very Good

Very Good

Very Good

- Students participate willingly in activities that have a positive impact on the school and community. As volunteers, they sometimes initiate and lead activities to make worthwhile social contributions. For example, older students organise and run a market day where they sell items and donate the proceeds to a local charity. Other students organised members of the school staff to join them in picking up litter in the surrounding community.
- Students show a very positive work ethic. They participate in a range of projects which develop their innovation and creativity skills. For example, they have access to AI and robotics projects as well as science projects which are presented to parents and the school community. Students are not given the opportunities to develop their innovation and enterprise in lessons.
- Students participate in a range of environmental initiatives such as holding recycling workshops and planting over 200 trees in and around the school and in the grounds of the local library. Students actively participate in initiatives such as the Sustainable Market and the Sustainable and Green School programme, developing strong awareness of conservation and demonstrating responsible environmental behaviours across all phases.

Areas of Strength:

- Students' positive attitudes and relationships that support their learning.
- Students' understanding of Islamic values and Emirati and world cultures.
- Students' participation in projects to develop innovation and creativity.

Areas for Improvement:

- Students' overall levels of attendance.
- Development of students' innovation and enterprise skills in lessons.



PERFORMANCE STANDARD 3:

TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

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

- The quality of teaching for effective learning and assessment is good overall. Most teachers have an effective knowledge of their subject and how students learn. Teachers plan lessons using a common template to ensure consistency across classes in a year group. However, the implementation of these plans sometimes varies. Time and resources are not always used effectively. Children in Phase 1 and students in Phases 2 and 3 are generally supported well but opportunities to showcase and communicate their work is inconsistent.
- Most students remain fully engaged during lessons. Dialogue between students in group work and pairs is productive and generally supports their learning although at times the groups are too large to allow all students the opportunity to contribute.
- Teachers use a range of strategies to meet the needs of individuals and groups of students but the implementation of these is inconsistent. In the majority of lessons, questioning promotes students thinking skills but in science and mathematics, it does not always reinforce subject-specific terminology.
- Lessons are planned to promote students' critical thinking, problem-solving and independent learning skills but activities do not always challenge high-attainers. The development of students' innovation skills, and their use of learning technologies in lessons, is inconsistent across the phases. In science, students use technology effectively for simulations and in mathematics students make judicious use of AI to support their learning. Students in Phase 4 benefit from more effective teaching which helps them to make better progress.

Assessment	Good	Good	Good	Good
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- The school's internal assessment procedures are closely aligned to the curriculum standards. In Phase 1, all teachers assess children's progress regularly and accurately, although recording is focused mainly on Arabic and English. Students' achievement is benchmarked against a range of national and international examinations in line with UAE's education priorities, such as PISA, TIMSS, and PIRLS. Students are entered for GL and TALA national and international progress assessments in Arabic, English, mathematics and science.
- Student assessment data is analysed by teachers and leaders but the use of information about individual students and groups is inconsistent. Students' performance is recorded

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regularly and is used to groups students in lessons. Students who are SEN are identified and lesson plans are adapted accordingly. Students are given support and extension activities in most lessons, but these are not always sufficiently individualised or stretching enough to support good learning for all. The school's system to measure student progress is not accurate or robust enough to track progress reliably over time.

- Teachers mark students' work regularly but the feedback provided rarely contains suggestions for improvement or further extensions to learning. The use of peer and self-evaluation is inconsistent.

Areas of Strength:

- Teachers' knowledge of their subject standards and how students learn.
- The school's collection of an extensive range of internal and external assessment data.
- The effectiveness of teaching for students in Phase 4.

Areas for Improvement:

- The reliability and usefulness of the measures of students' progress over time.
- The use of assessment to plan and implement lessons adapted to the needs of all students.



PERFORMANCE STANDARD 4:

CURRICULUM

The quality of the curriculum is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Good	Good	Good

- Curriculum design and implementation is good across all phases. The curriculum has a clear rationale and is generally well-structured meeting most of the requirements of the National Curriculum for England (NCfE) and the Ministry of Education (MoE), particularly in Phases 1 and 2. Owing to the small cohort sizes in the upper year groups of Phase 3 and Phase 4, the curriculum for these students is not sufficiently broad and balanced. Students build secure foundational knowledge and skills across subjects. The curriculum planning ensures both progression and that students are prepared for the next stage in their education. Cross-curricular links are meaningful and well-planned.
- Students in the upper years of Phase 3 and in Phase 4 have some subject choices to follow for the external IGCSE and AS/A-level assessments. These choices, however, are very limited due to the small size of the cohort. Many students move to other schools during the early years of Phase 3. This means that the only subject choice at GCSE is ICT. There are very few subjects offered for Phase 4 students as the numbers of students is very small.
- Cross-curricular links are carefully planned, particularly with UAE heritage and culture. The curriculum is reviewed regularly. Curriculum teams meet monthly and termly and adjust learning pathways using assessment information. Oversight is ensured through the active involvement of the governing body. However, curriculum reviews have not yet lead to expanded curriculum pathways for older students.

Curriculum adaptation	Good	Good	Good	Good
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- Curriculum adaptation is good across all phases. Systems are in place to identify learning needs, and lesson planning shows provision to support learners. Students with special educational learning needs, including students of determination, have individual education plans (IEPs), and G&T students have personalised Advanced Education Plans, although the extent to which these are used to modify the curriculum is variable.
- Curriculum enhancement includes experiences that support students' real-life learning, such as the Robotics and Lego Club. While these opportunities are planned effectively, their impact varies across year groups.

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- Students gain a good understanding of Emirati and UAE culture and society through a wide variety of assemblies and activities and through participation in celebrations such as the UAE National Day and the UAE Flag Day.

Areas of Strength:

- Clear and well-structured curriculum planning that supports progression.
- Strong cross-curricular links, particularly with UAE culture and society.

Areas for Improvement:

- The breadth of GCSE and post-16 subject options to meet student interests, aspirations, and future pathways.
- The impact of modifications to the curriculum to meet the needs of all groups of students.



PERFORMANCE STANDARD 5:

THE PROTECTION, CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good

- The school has a highly effective approach to student care, welfare, and safeguarding, including child protection. Robust and clearly defined procedures are in place and are well understood by staff, students, and parents. The school is highly effective in protecting students from all forms of abuse, including bullying. Incidents are systematically recorded, monitored, and followed up.
- The school provides a safe, healthy, and secure environment for students and staff. Safety checks are conducted frequently and rigorously. Student supervision is highly effective throughout the school day. The quality of maintenance and record keeping is very good. Buildings and equipment are very well maintained, ensuring a safe and appropriate learning environment. The school keeps comprehensive, accurate, and secure records, including incident logs and actions taken. The premises and facilities are fully adapted to meet the needs of all students, including those with SEN.
- The school's promotion of safe and healthy lifestyles is highly effective. Health and well-being are reinforced consistently through awareness initiatives. As a result, students develop positive attitudes towards safety, well-being, and healthy living.

Care and support	Good	Good	Good	Good
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- Relationships are positive and respectful. The behaviour policy has clear expectations and sets out the sanctions applied in the event of transgressions. Newly introduced systems for monitoring and tracking behaviour are effective, with fewer behavioural incidents recorded across all phases of the school.
- Systems for promoting attendance and punctuality are new, but thorough. The management of absences and persistent lateness is beginning to yield positive outcomes. Attendance is good, with an upward trajectory.
- The school and its leaders are committed to inclusion and have effective systems in place for identifying students with additional needs and those who may be G&T. There is a range of facilities, including newly installed elevators to upper floors. However, students would benefit from additional specialist staff to support their learning.



- The support for students with additional needs is uneven. There is no regular timetable in place for students to receive additional interventions. However, staff work with parents and students to identify targets for Individual Education Plans (IEPs), but the implementation of these lack rigour. Students who may be gifted or talented have Advanced Education Plans (AEPs), but these are not used consistently to ensure that lessons provide the level of challenge needed. G&T students represent the school as leaders at competitions and other events.
- Students' well-being and personal development are systematically monitored and recorded. For Phase 3 students and their parents, appropriate guidance is provided regarding subject selections, career planning, and university entrance requirements, although the school's own curriculum choices are limited.

Areas of Strength:

- Behaviour management and the promotion of attendance and punctuality, and the monitoring of students' well-being and personal development.
- Safeguarding and child protection procedures, including health and safety arrangements.
- The identification of students who have SEN or who are G&T.

Areas for Improvement:

- The impact of the inclusion team, and the use of a systematic schedule for targeted interventions, linked to plans for students with additional needs.
- The consistent and effective implementation of IEPs and AEPs in lessons.



PERFORMANCE STANDARD 6:

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

Self-evaluation and improvement planning

Good

Partnerships with parents and the community

Very Good

Governance

Very Good

Management, staffing, facilities and resources

Very Good

- The quality of leadership and management is good. The principal sets a clear, strategic direction for the school, which is shared by the leadership team and all members of staff. Relationships and communication throughout the school are very good, morale throughout the school is high as seen in the very low staff turnover.
- Leaders' actions have consolidated and embedded many improvements seen at the previous review. Leaders have been less successful in retaining the large numbers of Emirati students, many of whom leave at the end of Phase 2. Leaders are aware of the gaps in the assessment systems and have begun to address inconsistencies. Leaders demonstrate good capacity to continue to improve the school, which is compliant with statutory and regulatory requirements.
- Self-evaluation and improvement-planning processes have contributed to improvement and in addressed many of the recommendations from the previous review. The school has made a good start in the analysis of assessment data which, along with other information, is used to inform the school's self-evaluation form (SEF). The overall judgements in the SEF, however, are not sufficiently based on students' outcomes and learning in lessons. The school improvement plan (SIP) has suitable priorities and targets but does not address the key challenges the school faces due to small cohorts in Phases 3 and 4. The priorities identified in the SIP are underpinned by department action plans the quality of which is variable.
- Partnerships with parents are very good. Parents are involved in most aspects of school life, and their views are gathered through regular surveys and from the Parents' Council. Online communications and regular reporting ensure parents are informed about their children's development.
- Partnerships with other schools and community have a positive impact on student learning, although there are few international partnerships.
- The fully representative governing board holds leaders to account through their well-informed reviews of the SIP. They have a positive impact on supporting leaders to bring about improvements. Governors undertake classroom observations and have a clear understanding of students' assessment data and hold leaders to account for the school's performance.

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- All aspects of the day-to-day running of the school are well-organised and impact positively on the learning environment. Most staff are well-qualified and have benefited from a range of professional development. Resources and facilities are used appropriately to promote students' learning and personal development. Recent refurbishments have included the installation of elevators in all classroom blocks which ensure all areas are fully accessible.

Areas of Strength:

- The vision and direction provided by the principal and other senior leaders.
- The partnerships with parents and oversight by governors.

Areas for Improvement:

- The actions needed to address the drop-off in student numbers in Phases 3 and 4.
- The focus of self-evaluation on students' learning, and the variability in the quality and impact of departmental improvement plans.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 19 Arabic language qualified teachers in the school. The teacher-student ratio is 1:70.
- There are 2 libraries in phases 1 to 4, with approximately 1,500 books in the Arabic language covering a diverse range of topics, with about 300 fiction and 454 non-fiction books.
- A digital library, the Tasheeh platform, has approximately 7,000 books accessible for every student.
- Competitions like the Arabic Reading Challenge, the Arabic Reading Competition, Poetry recitation, the Arabic Literacy Talent Competition, and the activities in Arabic literary club enhance student's linguistic skills and helps to develop their talents.

The school's use of external benchmarking data

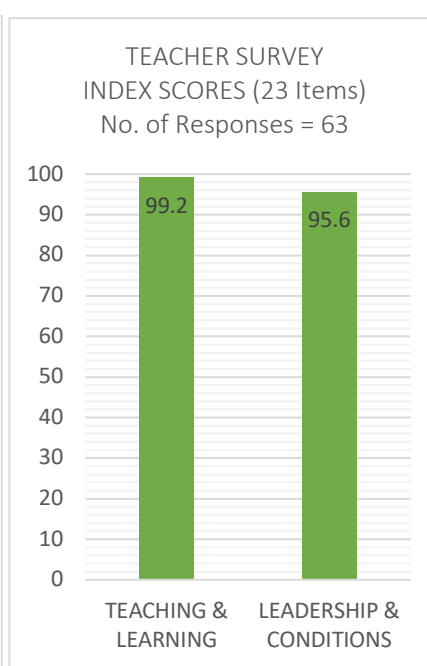
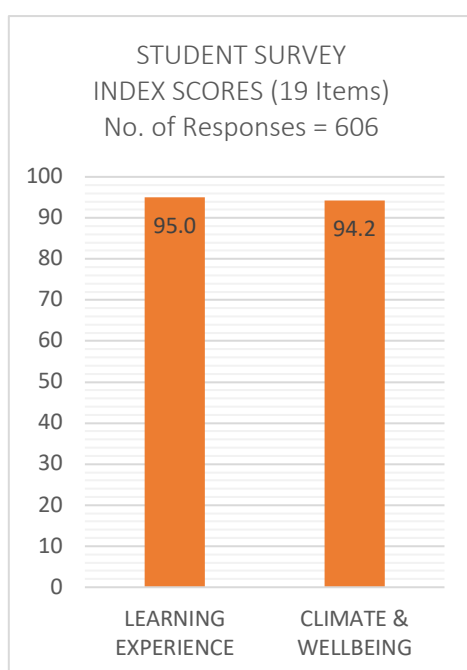
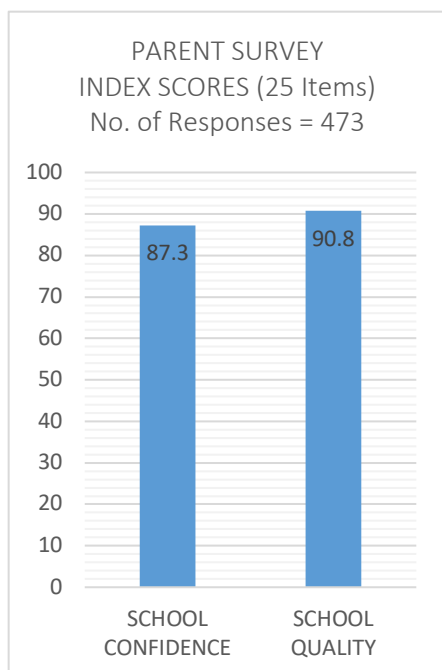
- Students sit various external assessments based on SPEA requirements such as PISA, TIMSS, PIRLS, CAT4, GL-PTE, PTS, PTM, TALA, Cambridge IGCSE, Cambridge AS/A Levels (Physics, Chemistry, Biology), and Pearson Edexcel-IAL.
- CAT4, GL-PTS, PTE, PTM are administered to 100% of Year 4 to 9, representing (60%) of the total population. TALA is taken by all Year 4 to 12 students, representing 49%, while Mubakkir for FS2 to Year 3 students accounts for 100% participation among 36% of the total school population.
- Students are thoroughly prepared for tests including PISA & TIMSS, through an online platform and extra targeted classes. Students are prepared with PIRLS questions. For GL Progress tests, teachers embed challenging and higher order thinking questions. For IGCSE, students practice past examination papers, supported by intervention programmes and IEPs.
- The school both formal and informal channels for assessment reporting. These include frequent parent-teacher conferences, online boards for IGCSE, Google Classroom, memos, calls, a WhatsApp group, and an accessible drop-in and open-door policy. Face-to-face meetings address any serious concerns, fostering a collaborative approach involving teachers, the student council, and leadership teams.

Provision for KG

- There are 14 teachers in Phase 1 (KG) and the ratio of teachers to children is 1:10. There are 10 teachers' assistants, a head of early years, a social worker, a psychologist, a section supervisor and a full-time doctor and a nurse.
- There are dedicated classrooms for Arabic language subjects and separate rooms for English, science and mathematics. The classrooms are organised into distinct learning areas. In addition, there are dedicated rooms for art and music each contributing to a dynamic learning environment.
- An induction week is organised before the start of the academic year for parents. This week encompasses a curriculum overview, guided tours, meetings with teachers and introductions to school policies and the code of conduct. Teachers and phase leaders collaborate closely, to ensure a seamless transition to Phase 2.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise student achievement to very good across the school, especially in Phase 2, by:
 - Improving students' writing skills, across all subjects.
 - Ensuring learning activities are well-matched to the needs of students of different groups.
 - Providing more systematic and specialist learning support for students with additional learning needs.
- Improve the quality of teaching and assessment in all phases and in all subjects, by:
 - Raising teachers' understanding of how diagnostic assessment is used to adapt lessons to meet the learning needs of all groups of students.
 - Developing a more rigorous system to measure student progress in internal and external assessments.
 - Using questioning more effectively to develop extended responses in Arabic and English and promote critical thinking skills in lessons.
 - Providing challenging independent learning which includes more problem-solving and investigative activities.
 - Providing training and support for staff in approaches which promote innovation, enterprise and research skills.
- Improve the curricular provision for all students by:
 - Providing of a broader and more diverse range of subject options for IGCSE.
 - Reviewing the Phase 4 provision so that students have an appropriate choice of curricular pathways to maximise future career options.
 - Ensuring that appropriate adaptations are made to the curriculum to meet the needs of all groups of students.
- Increase the impact of school improvement processes on standards, by:
 - linking the monitoring of teaching more explicitly to learning outcomes for students and groups of students in lessons.
 - training subject leaders to make accurate evaluations of students' learning.
 - supporting subject leaders to improve the quality of departmental improvement planning and target-setting.
 - Addressing the issue of the cohort size beyond the end of Phase 2, which presents a significant strategic challenge that constrains curriculum breadth and long-term sustainability.



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

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

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

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