ITQAN
Programme

School
Performance
Review
REPORT | (SPR)

**SALMAN AL FARSI PRIVATE SCHOOL**
3 to 6 February 2025

Overall
Effectiveness
Rating:
**ACCEPTABLE**

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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 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 | School ID | 154 |
|---|---|---|
| | School location | Al Qadisiyah - Al Hira Suburb - Sharjah |
| | Establishment date | 1981 |
| | Language of instruction | Arabic |
| | School Curriculum | Ministry of Education (MoE) |
| | Accreditation body | MoE |
| | Examination Board | MoE |
| | External Assessments International and Curriculum Benchmark Assessments | International Benchmark Test (IBT) Trends in International Mathematics and Science Study (TIMSS), Programme for International Student Assessment (PISA) |
| | Fee Range | AED 5000 to AED 9000 |
| Staff | Principal | Huzaifa Saqer |
| | Chair of board of governors | Omar Hammadi |
| | Total number of teachers | 114 |
| | Total number of teaching assistants | 0 |
| | Turnover rate | 40% |
| Students | Teacher: student ratio | 1: 20 |
| | Total number of students | 2,242 |
| | Total number of students per cycle | Cycle 1: 717 Cycle 2: 790 Cycle 3: 735 |
| | Pre-KG: number and gender | Boys: 0 Girls:0 |
| | KG: number and gender | Boys: 0 Girls:0 |
| | Cycle 1: number and gender | Boys: 358 Girls:359 |
| | Cycle 2: number and gender | Boys: 431 Girls:359 |
| | Cycle 3: number and gender | Boys: 449 Girls:286 |
| | Total number of Emirati students | 4 |

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| | | |
|---|---|---|
| Pre-KG: Emirati number and gender | Boys: 0 | Girls:0 |
| KG: Emirati number and gender | Boys: 0 | Girls:0 |
| Cycle 1: Emirati number and gender | Boys: | Girls: 2 |
| Cycle 2: Emirati number and gender | Boys: 2 | Girls: 0 |
| Cycle 3: Emirati number and gender | Boys: 0 | Girls:0 |
| Nationality groups (largest first) | 1. Egypt | |
| | 2. Sudan | |
| Total number of students with special educational needs | 37 | |

# PROGRESS JOURNEY

| Previous Review: 2023-24 | Current Review: |
|:---:|:---:|
| **ACCEPTABLE** | **ACCEPTABLE** |

## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 142 lesson observations, 46 of which were carried out jointly with school leaders.

**SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:**

The school's overall effectiveness is acceptable. This is the same as at the previous review visit. Most students attain in line with curriculum standards across all subjects and cycles. Students in Cycle 3 make good progress in mathematics, science, Arabic and information and communication technology (ICT). Students' learning skills are acceptable and their innovation skills are better developed in the higher school. Students' personal development is good, and their application of Islamic values in their day-to-day lives is very good. The quality of teaching and assessment and the curriculum are acceptable. Teachers are more focused on implementing the content of the curriculum, building knowledge rather than developing students' skills. Teachers' use of assessment data to inform teaching is less well developed, and different groups of students do not consistently make the progress of which they are capable. Appropriate support and guidance, positive relationships and health and safety procedures ensure students' safety on the school's premises. Leadership and management are acceptable. The new senior leaders are committed to improving the school and as a result of the continuous professional development (CPD) programme, students' achievement in core subjects in Cycle 3 has moved to good. Leaders demonstrate acceptable capacity to improve.

**KEY AREAS OF STRENGTH:**
- Students' achievement in the core subjects in Cycle 3.
- The Islamic ethos and students' application of Islamic values and etiquettes to their daily lives, leading to respectful relationships.
- Senior leaders' positive impact on improving the school.

**KEY AREAS FOR IMPROVEMENT:**
- Students' attainment in all subjects and cycles to be at least good.

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- The quality of teaching to be good or better in all cycles, based on accurate analysis of assessment data, including sufficient support for lower-attaining students, and challenge for higher-attaining students.
- The accurate tracking of students' progress to inform lesson and curriculum planning for all students and different groups of students.
- The effectiveness of leadership and management to at least a good level by improving monitoring, holding senior and middle leaders more accountable for students' outcomes and enhancing subject-specific resources.

**Students' achievement is acceptable overall.**

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

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| Islamic Education | |
|---|---|
| | • Students' achievement in Islamic education is good overall. The school's internal data indicates outstanding progress. This does not match with what is seen n lessons and in their recent work, where the majority of students make better than expected progress over time.<br>• Internal assessment indicates outstanding attainment in all cycles. This does not align with what is seen in lessons and in students' work, where most students attain in line with curriculum expectations. There is no external data in Islamic education.<br>• Across all cycles, the majority of students demonstrate good knowledge and appreciation of Islamic principles and values. In Cycle 1, students appropriately use the school's prayer room. They reflect on the significance of praying and its benefits. Their understanding of the Noble Hadeeth and the Holy Qur'anic verses is less well developed. In Cycle 2, students depict scenes from the day of judgment by interpreting Surah An-Nazi 'at (those who pull out). They identify the stages of the Arab-Islamic civilisation. Students do not consistently link learning to their lives. In Cycle 3, students outline the methods of the prophetic approach and the essential qualities of an Islamic preacher. Students describe national services and discuss the effects of safety and security on individuals and societies.<br>• Overall, most groups of students, including non-Arab students make similar rates of progress. High-achievers and gifted and talented (G&T) students do not always receive sufficient levels of challenge to enable them to reach their full potential. |

| Areas of Strength | Areas for Improvement |
|---|---|
| • Students' understanding of Islamic values and etiquette in Cycle 1.<br>• Students' knowledge of the features of the Arab-Islamic civilisation in Cycle 2. | • Students' ability to interpret the Noble Hadeeth and the Holy Qur'anic verses in Cycle 1.<br>• Students' ability to link learning to real-life in Cycle 2. |

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| Arabic | • Students' achievement in Arabic is acceptable overall. It is acceptable in Cycles 1 and 2 and good in Cycle 3. The school's internal data shows outstanding progress. This does not match with what is seen in lessons and their work, where most students make expected progress over time in Cycles 1 and 2 and the majority make better than expected progress in Cycle 3. |
|---|---|
| | • The school's internal data shows outstanding attainment across all cycles. This does not align with what is seen in students' work and lessons, where most students attain in line with curriculum standards. Students' attainment in Arabic is not benchmarked to any external examinations. |
| | • In Cycle 1, students can identify letters and distinguish the initial letters in words. They analyse the main elements of a story, with good listening comprehension skills. Students' ability to understand grammatical rules is less developed. In Cycle 2, students can infer antonymous and synonymous relationships in words. They discuss the effects of knowledge on societies. In Cycle 3, students can differentiate between informational and persuasive texts. They can synthesise evidence presented in the text to support the author's point of view. Students' writing skills are less developed across all cycles as is their ability to communicate their ideas and learning in standard Arabic. |
| | • Most groups of students make expected rates of progress, including Non-Arabs. High achievers and G&T students do not always receive sufficient challenge to enable them to reach their full potential. |

| | Areas of Strength | Areas for Improvement |
|---|---|---|
| | • Students' listening comprehension skills in Cycle 1. <br> • Students' deeper analysis of written texts in Cycle 3. | • Students' ability to understand grammatical rules from context in Cycle 1. <br> • Students' writing skills across all cycles. <br> • Students' ability to communicate their ideas and learning in standard Arabic across all cycles. |

| | | |
|---|---|---|
| **Social Studies** | • Students' achievement in social studies is acceptable overall. Internal data shows outstanding progress. This does not match with what is seen in lessons and in their work, where most students make acceptable progress over time in Cycles1 and 3 and the majority make good progress in Cycle 2. <br> • The school's internal assessment data shows outstanding attainment across all cycles. In lessons and in students' work, most students' attainment is in line with curriculum expectations. There is no external data in social studies. <br> • In Cycle 1, students show confidence in using key symbols to interpret maps. Their understanding of livestock is less well developed. In Cycle 2, students locate South Korea on a map and highlight factors that impact positively on its economic growth. In Cycle 3, students describe the importance of copper in the UAE during the Bronze Age. Their understanding of the importance of the copper trade in strengthening the economy of ancient civilisations is less well developed. Students' ability to link learning to real life and understand the factors that improve the economy is also less well developed across all cycles. <br> • Overall, the majority of groups of students make expected progress. High achievers and G&T students do not always receive sufficient levels of challenge to enable them to reach their full potential. | |

| **Areas of Strengths** | **Areas for Improvement** |
|---|---|
| • Students' knowledge of map keys and their representations in Cycle 1. <br> • Students' understanding of the factors influencing South Korea's economic strength in Cycle 2. | • Students' understanding of livestock in Cycle 1. <br> • Students' understanding of the importance of the copper trade in strengthening the economy of ancient civilisations in Cycle 3. <br> • Students' ability to link their learning to real life and understand ways to improve the economy across all cycles. |

| | |
|---|---|
| **English** | - Students' achievement in English is acceptable across all cycles. The school's internal data shows outstanding progress in Cycle 1, very good progress in Cycle 2 and good progress in Cycle 3. This does not match with what is seen in lessons and students' work where most students make expected progress over time across all cycles.<br>- Internal assessment data indicates very good attainment across all cycles. This is not reflected in the lessons seen and students' work where most students attain in line with curriculum standards. IBT examination results for 2024 for Grades 3 to 10 indicate attainment in all grades is below Middle East expectations.<br>- In Cycle 1, students use phonics skills to build their knowledge of letters and can sound out and spell simple words. They can answer questions using basic oracy skills, simple vocabulary, and short sentences although they often need prompting. In Cycle 2, students in higher grades use comprehension skills to read and extract key information from short texts. They use the information extracted to inform their role play, for example about healthy food and lifestyles, demonstrating accurate sentence structure and intonation. These skills are less well developed in Cycle 2. Students' independent writing skills are underdeveloped. In Cycle 3, students use oracy skills to present information to their peers comparing past and present opinions, using a range of vocabulary. They question their peers regarding their presentations to elicit their views. Students' reading, word pronunciation and extended writing skills are inconsistent across all cycles.<br>- Overall, all groups of students make expected progress including non-Arab students. Higher-achieving students are not always sufficiently challenged and lower-attaining and students with special educational needs (SEN) do not always receive effective support. Girls typically make better progress than boys across all cycles. |

| Areas of Strength | Areas for Improvement |
|---|---|
| - Students' comprehension skills to role play using extracted information in Cycle 2.<br>- Students' oracy skills to present information and question their peers in Cycle 3. | - Students' ability to build sentences independently in Cycle 1.<br>- Students' independent writing skills in Cycles 1 and 2.<br>- Students' reading, word pronunciation and extended writing skills across all cycles. |

| | |
|---|---|
| **Mathematics** | <ul><li>Students' achievement in mathematics is acceptable in Cycles 1 and 2 and good in Cycle 3. In lessons and in students' work, most students make acceptable progress over time in Cycles 1 and 2 and the majority make good progress in Cycle 3.</li><li>The school's internal assessment data indicates outstanding attainment in Cycle 1, good in Cycle 2, and very good in Cycle 3. This does not match with what is seen in lessons and their work, where most students attain in line with curriculum standards across all cycles. The 2024 IBT data shows acceptable attainment across all cycles. The majority of students in Grade 12 attain above curriculum standards in the MoE examination. The 2023 TIMSS results for Grades 4 and 8 show below the Middle East attainment averages.</li><li>In Cycle 1, students can apply arithmetical operations in different forms. They understand multiplication facts and apply them to calculate simple problems. In Grade 1, students count in ascending and descending orders. They add and subtract simple numbers. Students' reasoning skills are less strong. In Grade 3, students solve simple multiplication problems. In Grade 6, students find the greatest common divisor and the least common multiple of 2 numbers. By Grade 8, most students can perform arithmetic operations on algebraic expressions. Students' accurate use of mathematical vocabulary is less developed. In Cycle 3, most students write equations, convert them to standard form, and graph them using learning technology. In Grade 12, students solve problems following appropriate mathematical methodology and answer questions related to rates. Students' advanced problem-solving skills are less well developed.</li><li>Overall, all groups of students make similar rates of progress. High achieving students are not sufficiently challenged, particularly in Cycle 1.</li></ul> |

| **Areas of Strength** | **Areas for Improvement** |
|---|---|
| <ul><li>Students' calculation skills in Cycle 1.</li><li>Students' ability to write mathematical equations using technology in Cycle 3.</li></ul> | <ul><li>Students' reasoning skills in Cycle 1.</li><li>Students' accurate use mathematical vocabulary in Cycle 2.</li><li>Students' advanced problem-solving skills in Cycle 3.</li></ul> |

| Science | • Students' achievement in science is acceptable overall. I In the lessons seen and their work overtime, most students make expected progress in Cycles 1 and 2 and the majority make better than expected progress over time in Cycle 3. This matches the school's internal data which indicates that most students in Cycle 1 and 2 make acceptable progress, and the majority of students in Cycle 3 make better than expected progress. |
|---|---|
| | • Internal data indicates attainment is outstanding in Cycle 1 and 2 and good in Cycle 3. This does not match with what is seen in lessons and their work where most students attain in line with curriculum standards across all cycles. IBT data for 2024 shows acceptable attainment across cycles. The majority of Grade 12 students attain above expected standards in MoE examinations. TIMSS data for 2023 show below the middle East scores for both Grades 4 and 8. |
| | • In lessons, most students in Grade 3 can differentiate between the types of clouds. In Grade 4, students observe mixtures, with high achievers explaining their observation clearly about the different types. In Cycle 2, most Grade 7 students can differentiate between vertebrate and invertebrate animals. In Grade 8, students investigate and observe the action of amylase on starch. Students in Cycles 1 and 2 find it difficult to independently conduct investigations, interpret data and make predictions following the correct scientific method. In Cycle 3, the majority of Grade 11 students, understand the principles and applications of DNA technology in biology. Across the school, most students' scientific writing skills are less developed. Students' ability to connect learning to real life is more secure in Cycle 3 than the other cycles. |
| | • Most groups of students make similar rates of progress. High achievers are not sufficiently challenged in lessons to make the progress of which they are capable. Students in the advanced sections typically make better than expected progress. |

| Areas of Strength | Areas for Improvement |
|---|---|

| | Areas of Strength | Areas for Improvement |
|---|---|---|

| | | |
|---|---|---|
| | • Students' understanding of physical and life sciences across the school.<br>• Students' scientific understanding of concepts in Cycle 3. | • Students' independent research, prediction, and investigation following the correct scientific method in Cycles 1 and 2.<br>• Students' ability to interpret data in Cycles 1 and 2.<br>• Students' scientific writing skills across the school. |
| **Other subjects** | • Students' achievement in other subjects is acceptable overall. In lessons and in their work, most students make acceptable progress over time across all cycles. Students make good progress in ICT in Cycle 3.<br>• Internal assessment data indicates that most students attain above curriculum standards. This does not align with what is seen in lessons and their work, where most students attain in line with curriculum expectations across the school. There is no external assessment data for other subjects.<br>• In lessons, most students make acceptable progress. In physical education (PE), students participate in loco-motor exercises, balance and stability to develop coordination and agility skills. In Cycle 3, students participate in core strength, balance, and flexibility movements, although they do not consistently collaborate in structured team games. In ICT, students use online applications to design their own Retro Robot. In Cycle 2, students can identify a range of different shapes and draw buildings with a landscape using shapes, exploring perspective and space, although their independent coding and self-led technology projects are less strong. By Cycle 3, students use training and testing data sets to build a model. In art, students create simple 3-dimensional pictures developing skills in shading, form, volume and texture. Students' creativity, individuality and imagination are less well developed across the school. There are insufficient opportunities for deeper reflection about artistic styles and independent project work across the school.<br>• All groups of students make expected rates of progress. Some higher- and lower-achieving students do not always reach their potential. | |
| | **Areas of Strength** | **Areas for Improvement** |

| | Students' skills in coding in ICT and computing in Cycle 3.<br>Students' active participation in PE across all cycles. | Students' teamwork and collaboration through structured group sports in Cycle 3.<br>Students' independent coding and self-led technology projects particularly in Cycle 2.<br>Students' creativity, individuality and imagination art through independent projects and deeper exploration of artistic styles across the school. |
|---|---|---|
| **Learning Skills** | <ul><li>Students are enthusiastic and engaged learners, have positive attitudes to learning and sometimes take responsibility for their own learning, particularly in the lower grades. In Grade 12, students take on the role of student teacher and present topics to their peers to aid their understanding of concepts, such as computer vision systems. The majority of students across all cycles are unsure about what steps to take to improve their work.</li><li>Students can work in groups and communicate their learning adequately. They actively engage in discussion, debate, and collaborative activities in Cycle 3. For example, in Grade 12 English, students discuss their dreams and aspirations, debate about the role of parents in the UAE and reflect on the life in the day of a teacher as part of their careers unit.</li><li>Students sometimes connect the content of their lessons to the real world and to their everyday life. For example, in physics in Cycle 3, students link the falcons' movements to potential kinetic energy.</li><li>Students can find things out for themselves, for example in Cycle 3 they make effective use of learning technologies for research. In mathematics, students use smart calculators and software to graph equations. In the innovation club, students design innovative websites for tourists in the UAE. Students' innovation skills are less developed in Cycles 1 and 2 and their problem-solving and critical thinking skills are less well developed across the school.</li></ul> | |
| | **Areas of Strength** | **Areas for Improvement** |

| | • Students' enthusiastic engagement in their learning across all cycles.<br>• Students' positive attitudes towards learning across the school. | • Students' knowledge of how to improve their work across all cycles.<br>• Students' use of innovation in lessons in Cycles 1 and 2.<br>• Students' critical thinking and problem-solving skills across the school. |
|---|---|---|

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

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

| Indicators: | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|---|---|---|---|---|
| Personal development | N/A | Good | Good | Good |

- Students demonstrate positive and responsible attitudes. They are proactive in their learning and develop their independence in Cycle 3.
- Students are well-behaved in lessons and around the school. They are courteous to adults and their peers. They develop sensible and considerate relationships. Students are consistently respectful to each other, their teachers and visitors.
- Students demonstrate a general understanding of healthy lifestyle and participate in various awareness sessions such as the International Cancer Day. Students do not consistently adopt a healthy lifestyle in their daily lives. A minority of students consume unhealthy snacks at school and not all students clean up after breaktimes.
- Attendance at 92% is acceptable. A minority arrives late to school.

| Understanding of Islamic values and awareness of Emirati and world cultures | N/A | Very Good | Very Good | Very Good |
|---|---|---|---|---|

- Students have a secure appreciation and understanding of how Islamic values influence society in the UAE. They actively participate in activities that reflect the importance of Islamic etiquette. Students lead the morning prayers in assemblies. They actively engage in the forum of the Holy Qur'an and the Prophetic Sunnah for memorising and reciting the Holy Qur'an.
- Students are very knowledgeable about the heritage of the UAE. They actively engage in their weekly scheduled Al Sana'a Al Emirati classes. Students participate in various cultural activities such as the year of the H.H Sheikh Zayed bin Sultan Al Nahyan (RIP)and the digital citizenship initiative. Students celebrate various national events.
- Students celebrate International Day and show pride wearing their own traditional clothes. They enjoy traditional food and discuss world cultures in the morning assemblies. Students' understanding of other world cultures remains less strong in the girl's section.

| Social responsibility and innovation skills | N/A | Acceptable | Acceptable | Acceptable |
|---|---|---|---|---|

- Students sometimes visit local elderly homes or organise food drives for people in need. They take part in government initiatives; recently we stand with Lebanon, for example. Students' engagement in their community and their volunteer work is less consistent particularly in the lower cycles.
- Students participate in school projects that promote sustainability and innovation in Cycle 3. Grade 11 students participated in the Aqua Rocket competition. They actively engage in internal competitions within the chain of sister schools. Across the school, students' innovation and enterprise skills are less strongly developed in lessons.
- Occasionally, students participate in activities that promote conservation, such as the recycling project in Cycle 2 and the agriculture project in Cycle 1. Students' engagement in external projects that promote environmental awareness and their understanding of the benefits of sustainability in the community is less secure.

**Areas of Strength:**

- Students' behaviour and their positive attitudes to learning across all cycles.

- Students' secure understanding and appreciation of Islamic values and Emirati culture across the school.

| Areas for Improvement: |
| --- |
| - Students' attendance and punctuality across the school.<br>- Students' community involvement, volunteer work and their enterprise and innovation in creating their own projects, particularly in the lower cycles. |

## PERFORMANCE STANDARD 3:
## TEACHING AND ASSESSMENT

### The quality of teaching and assessment is acceptable overall.

| Indicators: | KG | Cycle 1 | Cycle 2 | Cycle 3 |
| --- | --- | --- | --- | --- |
| Teaching for effective learning | N/A | Acceptable | Acceptable | Acceptable |

- Teaching is acceptable across all cycles. Teachers have secure knowledge of their subjects although the depth and quality of planning is inconsistent across cycles with better lessons containing more specific detail in the lesson plan. Teachers' efficient use of time and resources varies across subjects. In English, students mainly work from course textbooks and worksheets. In other subjects, such as mathematics and ICT, students have access to creative technology. Often teachers spend too much time on starter activities and concepts, leaving little time for students to complete independent activities.
- Challenging open questions that engage students in dialogue are more effectively used in the higher grades. For example, in biology in Cycle 3, students debate the use of DNA technology, and in English, students discuss how children in the past were cared for compared to present day arrangements. Teachers' use of activities to extend students' learning, particularly the higher achieving students, is less strong in the lower cycles.
- In most lessons, teachers' strategies are not always sufficiently personalised to match the ability of different groups of learners. Differentiation to meet the needs and aspirations of students both in planning and practice is a developing feature across all cycles. In science, teachers sometimes use appropriate strategies, such as mind mapping to extend learning.

- Teachers' development of students' critical thinking, problem-solving and innovation skills is inconsistent across all cycles. Students' use of problem-solving skills is more evident in mathematics where they sometimes solve word problems. Teachers do not give students, particularly in Cycles 1 and 2, enough opportunities to develop their independent learning skills.

| Assessment | N/A | Acceptable | Acceptable | Acceptable |
|---|---|---|---|---|

- The school's assessment processes align with the MoE curriculum, using various types of assessments such as diagnostic, formative, and benchmarking to assess students' learning. The school benchmarks students' attainment externally using IBT, TIMSS, and PISA. This provides appropriate measures of students' performance.
- Assessment data is analysed by grade and subject. There is a noticeable gap between internal assessments and external examination results, particularly in science, English, and mathematics. Teachers' use of assessment information to precisely cater for students' different abilities and needs is inconsistent across subjects. Assessment data is sometimes used to inform teaching, such as in the better science lessons where teachers use levelled questions and differentiated worksheets. Challenge in lessons for the higher achieving students is inconsistent across the school.
- Most teachers have a reasonable understanding of students' strengths and weaknesses, providing some support and feedback. They sometimes encourage students to share their learning in groups. Teachers' marking is inconsistent and does not sufficiently provide students with clear next steps to improve their learning. Teachers' use of self- and peer-assessment is inconsistent across the school.

**Areas of Strength:**

- Teachers' questioning skills in Cycle 3.
- The school's increasing use of benchmarking against external measures to enable reliable assessments of students' performance across the school.

**Areas for Improvement:**

- Teachers' planning and practice to meet students' different needs and their effective use of time and resources across all cycles.
- Teachers' effective use of probing questions to challenge learners and develop their critical thinking, problem-solving and innovation skills across all cycles.

- Teachers' use of assessment data to inform teaching that meets the diverse needs of students and constructive marking that shows them how to improve their learning across all cycles.

| PERFORMANCE STANDARD 4: CURRICULUM |
|---|

## The quality of the curriculum is acceptable overall.

| Indicators: | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|---|---|---|---|---|
| Curriculum design and implementation | N/A | Acceptable | Acceptable | Acceptable |

- Curriculum design and implementation is acceptable across all cycles. The curriculum is reasonably broad and balanced and follows all statutory requirements aligned to the MoE curriculum. Continuity and progression are supported through the grade textbooks and 2 separate ability strands in Cycle 3: advanced and general. Students are adequately prepared for the next phase of education.
- Curricular options generally match the needs of students. In Cycle 3, students choose between the advanced or general streams. Other subjects including art, ICT, computing and PE are additional to the curriculum. Students have access to additional activities such as ALEF to increase their learning. Cross curricular links are planned in most subjects and cycles, and, in the better lessons, reinforced by teachers. In Grade 9 biology, links are well promoted between students' understanding of the nervous system in physics to calculating the speed of movement of a kangaroo in mathematics. Appropriate cross curricular links are evident in mathematics, science and the Arabic-medium subjects, and in some of the better English lessons in Cycle 3. These links do not fully facilitate students' transfer of learning across different subjects.
- The school conducts periodic reviews of its curriculum to ensure provision meets the academic and personal development needs of students. The use of students' analysed assessment data to measure the positive impact of curriculum review has not been developed sufficiently by the school.

| Curriculum adaptation | N/A | Acceptable | Acceptable | Acceptable |
|---|---|---|---|---|

- Curriculum adaptation is acceptable overall. Modifications are adequate and seen primarily in worksheets. In the better lessons in Cycle 3 mathematics, science and ICT lessons, practice worksheets are levelled to students' ability. There is little evidence of challenge and support for the different abilities of students in lessons.
- Opportunities for enterprise, innovation, creativity and social contribution are inconsistent across cycles and occur mainly outside lessons. In Cycle 3, students have lessons in business studies and learn about break even analysis. Students benefit from an innovation club and projects include mobile application design in Grade 8, 'My Digital Story' in Grades 3 and 4 and game development in Grade 6. The students' development team actively supports social contributions through the Red Crescent. The school provides an appropriate range of extra-curricular activities to further develop students' personal and wider interests. Clubs are now in place, such as the science, the Holy Qur'an, media and reading clubs.
- Appropriate learning experiences are integrated through the curriculum to develop students' knowledge and understanding of the heritage of the UAE, such as the Sana'a Emirati extra sessions, aimed at teaching students about UAE traditions and culture. Teachers link lessons to help students transfer their learning; for example, the Dubai Frame and the Palm to show lines of symmetry in mathematics. In physics, the use of power is linked to Hatta Dam in the UAE. The Holy Qur'an recitation and Islamic values are well integrated in most aspects of students' lives through assemblies, lessons and the celebration of national festivals such as National Day, Emirati Women's Day and International Day.

**Areas of Strength:**

- The cross curricular links, particularly in Cycle 3 mathematics, science and the Arabic-medium subjects.
- The curriculum links with Emirati culture and UAE society across the school.

**Areas for Improvement:**

- The use of students' analysed assessment data to measure the impact of curriculum reviews.
- The curriculum adaptation to challenge and support diverse groups of learners across all cycles.
- The provision of well-planned opportunities to develop students' enterprise, innovation, creativity and social contribution across the school.

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

| **The protection, care, guidance and support of students are acceptable overall.** | | | | |
|---|---|---|---|---|
| **Indicators:** | **KG** | **Cycle 1** | **Cycle 2** | **Cycle 3** |
| **Health and safety, including arrangements for child protection /safeguarding** | N/A | Acceptable | Acceptable | Acceptable |

- The school has formal procedures for safeguarding students, including child protection. Staff have been trained in the use of these procedures. Supervision procedures are secure. Dismissal procedures are less well organised. Students' welfare and protection are communicated to teachers and parents through awareness activities and workshops. The premises are safe and secure. Health and safety checks, including fire risk assessments are regular.
- Buildings and equipment are adequately maintained. Medical staff keep records securely in locked cabinets, including medicines and students' records. All accidents and incidents are logged, including subsequent follow-up actions. There are ramps for access to the school. Some classrooms are too small for the number of students on roll. There is no lift for access to the upper floors.
- The school generally promotes safe and healthy lifestyles effectively. The medical team sometimes engages students and their parents in workshops to discuss relevant topics such as the benefit of students eating nutritious food at lunchtimes. Students take part in physical activities, including sports competitions and participate in events, such as Breast Cancer Awareness and Diabetes Day. Senior students are pro-active in monitoring lunch breaks in Cycle 1.

| **Care and support** | N/A | Acceptable | Acceptable | Acceptable |
|---|---|---|---|---|

- Relationships between staff and students are positive and behaviour management systems are effective.
- Systems to manage attendance and punctuality are in place. These systems are not yet successful in ensuring that students attend the school regularly. Attendance at 92% is acceptable. Punctuality remains a concern for a minority of students.
- The school has informal procedures to identify students with SEN, G&T students and those who are at risk. The school has recruited 2 members of staff to oversee out of lesson support. This support is at an early stage of development and is not yet embedded across the school.
- Teachers in lessons do not consistently meet the needs of students with SEN and those who are G&T. G&T students attend a variety of extra-curricular activities that enable them to follow their interests. In lessons, higher achievers and G&T students do not receive enough challenge to accelerate their progress.
- Senior students receive appropriate support on further education through university fairs, visits and partnerships. Students' wellbeing is not yet regularly monitored.

**Areas of Strength:**

- The courteous relationships among staff and students across the school.
- The formal procedures for safeguarding students, including child protection.

**Areas for Improvement:**

- Students' attendance and punctuality so that it is at least good in all cycles.
- Systems to accurately identify, support and challenge G&T students and students with SEN across the school.
- The regular monitoring of students' health and wellbeing across the school.

## PERFORMANCE STANDARD 6:
## LEADERSHIP AND MANAGEMENT

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

**Indicators:**

| | |
|---|---|
| The effectiveness of leadership | Acceptable |

- Senior leaders as well as middle leaders are new in post. They demonstrate commitment to improve the school and the capacity to embed the UAE's national priorities across the school which they share with teachers and staff. Middle leaders oversee specific subject areas and make suitable contributions to self-evaluation and school development processes. Leaders demonstrate an appropriate understanding of the curriculum and have a reasonable understanding of best practices in teaching and learning. Teachers and staff are developing their skills through intensive professional development, which is having a positive impact of improving students' progress in science, mathematics and Arabic in Cycle 3.
- Relationships are collaborative and the principal's open-door policy ensures communication channels are transparent. The principal adequately delegates leadership responsibilities, ensuring students receive the appropriate care and support. Leaders at all levels are aware of their roles and responsibilities. They have not yet reached the stage where their judgements about students' achievement are consistently accurate.

| Self-evaluation and improvement planning | Acceptable |
|---|---|

- The senior leadership team involves all staff in the self-evaluation form (SEF) process. It does not yet seek input from parents to gather their perspectives on areas that require improvement. The SEF predominantly relies on internal assessment data, which does not always accurately represent students' actual achievement. The monitoring of teaching and learning is systematic, including leaders' formal and informal classroom visits, and walk throughs followed by constructive feedback. In the ensuing monitoring reports, there is more focus on the teaching rather than on the learning. The school's improvement plan pinpoints improvement areas, outlines suitable strategies and includes a clear assignment of responsibilities and a defined timeline for review. It lacks robust linkage of success criteria to students' outcomes and rigorous measurable goals that are continuously tracked to assess success.

| Partnerships with parents and the community | Acceptable |
|---|---|

- Parents make a positive contribution to the school's community and are sometimes involved in organising various events, notably those focused on promoting UAE heritage and Islamic events and celebrations. Various communication methods, such as social media applications, and face-to-face meetings ensure parents are informed about events and students' achievements. Termly reports and meetings with parents provide adequate information about their child's academic progress and personal development. Reports do not sufficiently report on their child's next steps in learning.

- The school has established partnerships with its sister schools in the community, working together to coordinate joint activities and professional development for teachers and staff. The school's connections are having a positive impact on improving relationships through sharing best practices across the 3 schools. Links with international organisations are insufficient.

| Governance | Acceptable |
|---|---|

- The board of governors has representation and consultation from most stakeholders, although there are no teacher or student representatives. The board meets regularly and demonstrates interest in improving the school. Governors gain the views of parents through discussions with parent groups and senior leaders' feedback. The board of governors is generally supportive of initiatives, such as the recent refurbishment of the building, particularly the science and the ICT laboratories. They have not yet addressed the need for more classrooms to lower the number of students in each class. Governors have addressed the major shortage in resources although those in place in Cycle 1 to promote active learning are still limited. They are not yet familiar with the SEF and improvement planning processes or students' performance data. Governors do not yet monitor the school or hold senior leaders accountable for the school's performance. Governors make sure the school meets regulatory and statutory requirements.

| Management, staffing, facilities and resources | Acceptable |
|---|---|

- Most aspects of the school operations are organised suitably. Timetabling, arrival, and dismissal times are effective in minimising any loss of learning time, although this is inconsistent in the boys' section. Staff are suitably qualified, although a minority lack experience. A structured development programme is being implemented in collaboration with the sister schools to build the capacity of teachers and to share best practices, the impact of which has improved students' achievement in core subjects in Cycle 3 since the previous review. The school's premises are sufficient. A few classrooms are overcrowded, and there is no lift. The school's resources adequately support the delivery of the curriculum. Resources in Cycle 1, particularly mathematics, science and other subjects are not consistently sufficient to support students' active learning.

**Areas of Strength:**

- The cordial relationships that lead to a collaborative and supportive school.

- The commitment of new senior leaders to improve the school.

**Areas for Improvement:**

- The self-evaluation process by incorporating agreed vision, diverse sources of evidence, wider stakeholder involvement and measurable success criteria, linked to increased students' achievement.
- The monitoring of teaching and learning that focuses on how new and proven teaching pedagogies impact on improved students' achievement.
- The sufficiency of resources to support investigations and hands-on learning, especially in Cycle 1and to meet the support needs of different groups of learners in lessons.

## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- The staffing provision for teaching Arabic across the school is 18 teachers with a teacher-to-student ratio of 1:124.
- There are 2 libraries with approximately 1,648 Arabic books, 868 of which are fiction books and 780 non-fiction books. The library has a selection of 645 e-books.
- Only students in the boys' section have bi-weekly scheduled library sessions. Students across the school are welcome to visit during break times to borrow books and use computers for research. The Arabic department sometimes organises reading and poetry competitions in school to highlight the importance of reading. Older students participate in poetry competitions, puppet theatres and exhibitions with the other sister schools.
- Parents are encouraged to read to their children at home.

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

- The school takes part in external examinations to compare students' attainment against international standards. All students in Grades 3 to 10 have taken the IBT 2024 examinations in mathematics, science, and English. In Grades 4 and 8 students participated in TIMSS 2023 and will take the PISA 2025. Students have registered for the 2025 TALA, Mubakkir, and CAT 4 examinations.
- Teachers receive training on how to prepare students for international examinations. Teachers have structured plans for examination preparation, and they incorporate questions from these assessments into their lessons, design activities to develop the necessary skills so that students succeed in the examinations.
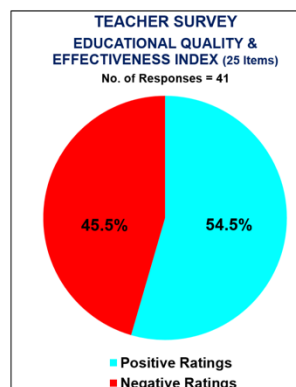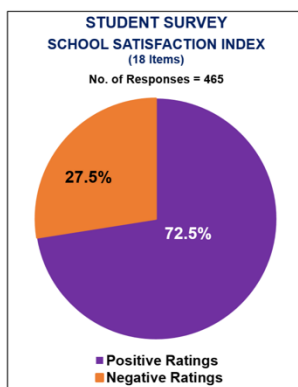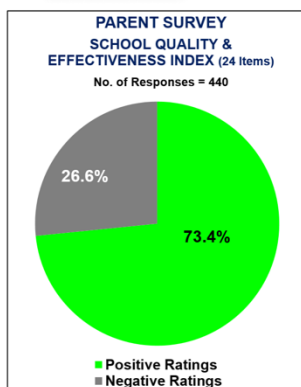
- The school communicates with parents through social media to raise awareness about the importance of international examinations. Parents have been informed about these benchmarking assessments, and awareness sessions have been implemented to link these examinations to the UAE national agenda.
- IBT and international examination results are shared with students and parents on social media. The school celebrates high achievers during the morning assembly.

| Provision for KG |
| --- |
| N/A |

## VIEWS OF STAKEHOLDERS



**PARENT SURVEY**
SCHOOL QUALITY &
EFFECTIVENESS INDEX (24 Items)
No. of Responses = 440

73.4% Positive Ratings
26.6% Negative Ratings

**STUDENT SURVEY**
SCHOOL SATISFACTION INDEX
(18 Items)
No. of Responses = 465

72.5% Positive Ratings
27.5% Negative Ratings

**TEACHER SURVEY**
EDUCATIONAL QUALITY &
EFFECTIVENESS INDEX (25 Items)
No. of Responses = 41

54.5% Positive Ratings
45.5% Negative Ratings

- Improve the quality of teaching and students' achievements to a consistently good or better level in all subjects and cycles by:
    - consistently engaging students in active learning from the start of the lesson in all subjects and grades.
    - raising expectations of what students can learn and achieve in all subjects.
    - providing students with regular opportunities to develop their scientific investigation and practical skills following the scientific method in science.
    - providing sufficient opportunities for students to develop their reading, writing, and speaking skills in English across the school.
    - strengthening students' mental mathematics and word problem-solving skills through regular practice.
    - providing consistent opportunities in all lessons for students to develop their collaboration skills across all subjects.
    - planning regular opportunities for students to develop their critical thinking, problem-solving, inquiry, creativity and independent learning skills in lessons across subjects and grades.
    - ensuring that teachers consistently implement well-differentiated work to effectively support the lower achieving students and challenge the higher achieving students in lessons across subjects and grades.

- Improve teachers' use of assessment data to at least a good level by:
    - ensuring teachers effectively use all types of assessment data, including internal and external, and match activities to students' needs.
    - making sure that assessment data is consistently used to inform the support provided in lessons for lower achieving students and challenge for higher achieving students.
    - sharing consistently specific success criteria and rubrics with students for deeper and more comprehensive self- and peer-assessment to help them identify their strengths and next steps.
    - ensuring that assessment data is used effectively to monitor and track students' progress both individually and as groups.
    - ensuring that teachers' marking is constructive in identifying students' next steps in learning

- Improve the school leadership to raise their effectiveness to at least a good level by:
    - strengthening the monitoring of teaching and learning processes and tools to focus on the impact of teaching on students' outcomes.

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- holding the senior and middle leadership team accountable for raising students' attainment and progress.
- continuing to enhance the professional development plan, focusing on best practices in teaching and analysis of assessment data to drive instruction.
- providing resources to support investigations and hands-on learning, especially in Cycle 1, more subject-specific resources and those available to meet the support needs of different groups of learners in lessons.

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

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

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

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

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