



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN  
Programme

# School Performance Review REPORT | (SPR)



إتقان ITQAN

AL MUSTAQBAL PRIVATE SCHOOL  
3 to 6 February 2025

Overall  
Effectiveness  
Rating:  
**ACCEPTABLE**



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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

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

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

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

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



## SCHOOL INFORMATION

School	School ID	205
	School location	Al Yarmouk Area, Sharjah
	Establishment date	1984
	Language of instruction	English
	School Curriculum	American
	Accreditation body	-
	Examination Board	N/A
	External Assessments International and Curriculum Benchmark Assessments	Measures of Academic Progress (MAP) Programme for International Student Assessment (PISA) Test of Arabic Language Arts (TALA) Mubakkir assessment Trends in International Mathematics and Science Study (TIMSS) Progress in International Reading Literacy Study (PIRLS)
Staff	Fee Range	AED 8,100 to AED 16,208
	Principal	Ghassan Mohamed Azzam
	Chair of board of governors	Mohammed Saleh Mohammed Alsaleh Alteneiji
	Total number of teachers	53
	Total number of teaching assistants	11
Students	Turnover rate	14.2%
	Teacher: student ratio	1: 19
	Total number of students	1,012
	Total number of students per phase	KG: 138 Elementary: 517 Middle: 310 High: 47
	Pre-KG: number and gender	Boys: 0      Girls: 0
	KG: number and gender	Boys: 82      Girls: 56
	Elementary: number and	Boys: 253      Girls: 264

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	gender	
	Middle: number and gender	Boys: 158      Girls: 152
	High: number and gender	Boys: 25      Girls: 22
	Total number of Emirati students	1
	Pre-KG: Emirati number and gender	Boys: 0      Girls: 0
	KG: Emirati number and gender	Boys: 0      Girls: 0
	Elementary: Emirati number and gender	Boys: 0      Girls: 0
	Middle: Emirati number and gender	Boys: 0      Girls: 1
	High: Emirati number and gender	Boys: 0      Girls: 0
	Nationality groups (largest first)	1. Syria
		2. Egypt
	Total number of students with special educational needs	13



## PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
<b>ACCEPTABLE</b>	<b>ACCEPTABLE</b>

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 120 lesson observations, 32 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. Leaders have improved some aspects of the school and have maintained adequate school performance. The adequate implementation of the school improvement plan has resulted in higher standards of teaching, more effective learning and improvements in students' achievement overall, in Kindergarten (KG), in Grade 9, and in science and Information Communication Technology (ICT) throughout the school. Students' personal development and their understanding of Islamic values continue to be strengths. The school demonstrates a adequate commitment to safeguarding children and has taken significant steps towards providing an inclusive learning environment and support for students with special educational needs (SEN), including classes for students whose first language is not Arabic. This is a new venture for the school, which is still under development. Improvements to the school premises and resources are ongoing in line with the school's vision.

#### KEY AREAS OF STRENGTH:

- Children's attainment and progress in KG.
- Students' progress in science.
- Students' positive attitudes towards learning.
- Teachers' development of students' higher order learning skills in ICT lessons and project work.
- The school's successful partnerships with parents.

#### KEY AREAS FOR IMPROVEMENT:

- Students' attainment and progress in Elementary and Middle, particularly in English and Arabic as a First Language (AFL).
- Student's achievement in Arabic as a Second Language (ASL).
- The support provided for students with SEN and those with gifts and talents (G&T).

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- Middle managers' and teachers' deeper understanding of the expectations of the US curriculum.
- The accuracy and usefulness of the school's self-evaluation to drive forward school improvement.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is acceptable overall.**

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

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## Islamic Education

- Students' achievement in Islamic education is acceptable overall. The school's internal data show that children's progress is outstanding in KG, and good in Elementary, Middle and High. This is not in line with performance seen in lessons and in students' work. Most students make acceptable progress over time in Middle and Elementary, and good progress in KG and High.
- The school's internal assessment data show that attainment is outstanding in KG, and good in the other 3 phases. Students do not take external examinations. In lessons and in their work, most students attain in line with curriculum standards, but above standard in KG.
- Most students understand Islamic values and principles. In KG, most children understand the importance of praying. Their understanding of the benefits of fasting during the Holy Month of Ramadan is less well-developed. Students in Elementary understand the characteristics of a good believer. In Middle, students can differentiate between trust in Allah (SWT), and dependence. Students' skills in the Holy Qur'anic recitation using Tajweed rules, and in-depth understanding of the Noble Hadeeth are underdeveloped. Students in High understand why Muslims should respect non-Muslims. Their memorisation of the Holy Qur'anic verses is insufficiently developed.
- Most groups of students make similar rates of progress. Higher and lower attaining students do not consistently make the progress of which they are capable.

### Areas of Strength

- Students' understanding of Islamic values and principles across the school.
- Students' ability to describe the characteristics of a good believer in Elementary.

### Areas for Improvement

- Children's in-depth understanding of the benefits of fasting during the Holy Month of Ramadan in KG.
- Students' skills in the Holy Qur'anic recitation using Tajweed rules in Middle.
- Students' memorisation of the Holy Qur'anic verses and the Noble Hadeeth in Middle and High.



Arabic

- Students' achievement in Arabic as a first language (AFL) across all phases is acceptable overall and is good in KG. In Elementary and Middle students' achievement is weak in Arabic as a second language (ASL). This is the first week the school has run the ASL programme. The school's internal data show that progress in AFL is outstanding in KG, and good in the other 3 phases. This is not reflected in students' performance in lessons and in their work, where most AFL students make acceptable progress over time in Elementary, Middle and High and the majority of children make better than expected progress in KG.
- The school's internal assessment data show that attainment in AFL is outstanding in KG, and good in the other 3 phases. In lessons and in their work, most students in Elementary, Middle and High attain in line with curriculum standards, and the majority of children attain above curriculum standards in KG. External TALA tests indicate good attainment in Grade 3 and acceptable in Grades 5, 7 and 9.
- In KG, most AFL children are familiar with the shape of the letter (A'ain) and can correctly read and write it with short and long vowels. In Elementary, most students can form meaningful sentences with new vocabulary and analyse the moral of a story. Middle students can derive information from literary texts, although their use of grammatical rules, spelling, and punctuation are less well-developed. In High, students understand similes and metaphors when discussing Nabati poetry. They occasionally find reading and understanding long texts and writing detailed narrative paragraphs too challenging. ASL students recognise the letter 'f' in its four shapes, initial, middle, final and independent, but they cannot write it well or form words using it. Their skills in all areas of learning Arabic are weak.
- In lessons, most groups of students make similar rates of progress. Higher and lower attaining students do not make as much progress as they could.



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"><li>Children's ability to read the letter A'ain correctly with long and short vowels in AFL in KG.</li><li>Students' skills in analysing Nabati poems and literary texts in AFL in Middle and High.</li></ul>	<ul style="list-style-type: none"><li>Students' use of grammar, punctuation and spelling rules in AFL in Middle.</li><li>Students' reading and understanding of long texts and writing detailed narrative paragraphs in High.</li><li>ASL students' basic Arabic skills in Elementary and Middle.</li></ul>



Social Studies

- Students' achievement in social studies is acceptable overall. The school's internal data show that students' progress is good. In lessons and in students' work, most students in Elementary and Middle make acceptable progress, and the majority make good progress over time in High.
- The school's internal assessment data show that attainment is good. Students do not take external examinations in social studies. In lessons and in students' work, most students in Elementary and Middle attain in line with curriculum expectations, while the majority of students in High attain above curriculum expectations.
- Most students demonstrate adequate knowledge and understanding of UAE history, values, principles, national identity and citizenship. In Elementary and Middle they can connect and compare past events with the present. In Elementary, students can distinguish between agriculture and sheep herding and the products sold. In Middle, their skills in reading maps to discover historical sites are less well-developed. In Middle, most students can compare transportation in the UAE in the past and in the present. Students' skills in applying project-based learning about historical and social issues is less well developed. In High, students can discuss the impact of overpopulation on people's lives and suggest solutions. Students' skills across phases are less well-developed in applying project-based learning to recent global and agricultural problems to suggest innovative solutions.
- Most groups of students make similar rates of progress. Higher and lower attainers do not always make the progress of which they are capable.

Areas of Strength

Areas for Improvement



	<ul style="list-style-type: none"><li>Students' understanding of UAE history, culture and identity across the school.</li><li>Students' ability to compare transportation in the past and the present in the UAE in Middle.</li></ul>	<ul style="list-style-type: none"><li>Students' map reading skills in Middle.</li><li>Students' skills in applying project-based learning about social and agricultural historical and social issues in Elementary and Middle.</li><li>Students' ability to suggest innovative solutions to recent global problems in High.</li></ul>
English	<ul style="list-style-type: none"><li>Students' achievement in English is acceptable overall. The majority of children in KG make better than expected progress and most students in the other 3 phases make expected progress over time.</li><li>The school's internal assessment data indicates that attainment is outstanding in KG and good in the other phases. This does not correlate with what is seen in lessons and their work where the majority of children in KG attain above curriculum standards and most students attain in line with curriculum standards in the other 3 phases. External MAP results are acceptable in Grade 3, weak in Grades 5 and 7, and very good in Grade 9.</li><li>In KG, the majority of children can identify sounds associated with individual letters and blend them to make two and three letter words. In Elementary, most students can describe the meaning of difficult words such as 'flexible', find synonyms and match words to meanings. In Middle, students can seek out the meaning of new words in a non-fiction text and use them in context. Grade 9 students can analyse non-fiction texts, such as a speech by Martin Luther King, and explore the way in which figurative language, including metaphor and personification, is used for effect. Listening and speaking skills in all phases are strong, and progress is evident across all phases. Students' effective reading skills and strategies are inconsistent across all phases. Writing skills including handwriting, letter formation and word spacing are the least well-developed skills in Elementary, Middle and High. Students' accuracy in using basic punctuation is an area for improvement across the school.</li><li>Overall, most groups of students make similar rates of progress. Higher attaining and G&amp;T students do not always make the progress of which they are capable.</li></ul>	
	Areas of Strength	Areas for Improvement

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	<ul style="list-style-type: none"> <li>Children's ability to identify letters and blend them to make words in KG.</li> <li>Students' listening and speaking skills in Elementary, Middle and High.</li> </ul>	<ul style="list-style-type: none"> <li>Students' reading skills and effective strategies across all phases.</li> <li>Students' writing skills including handwriting, letter formation and word spacing in Elementary, Middle and High. Students' accuracy in using basic punctuation across the school.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Students' achievement in mathematics is acceptable overall. In lessons and in their work, the majority of children in KG and students in Middle make better than expected progress over time, whilst most students make expected progress in Elementary and High.</li> <li>The school's internal assessment data indicate outstanding attainment in KG and good attainment in the other 3 phases. This does not match with performance in lessons or in students' work, where most students attain in line with curriculum standards across all 4 phases. NWEA MAP results indicate that students perform at very good levels in Grades 3 and 5. Recent TIMSS results show that students perform above the international average in Grade 4.</li> <li>In KG, children can confidently count forward, add numbers to 10 and use part-whole models to create number sentences. In Elementary, students can identify missing numbers, compare fractions, multiply two fractions, and multiply whole numbers by a fraction using one strategy. They still require guidance from their teacher in using visual fraction models to further develop their spatial reasoning skills. In Middle, students can write equivalent equations, compare systems of linear equations and justify their solutions using key terms. In Grade 9, students can solve equations with rational exponents, find systems of inequalities and graph the outcomes. Their use of mental mathematics is developing.</li> <li>Overall students make similar rates of progress. Girls typically make better progress than boys, particularly in Elementary and High. Higher attaining students do not have sufficient access to challenging tasks to accelerate their rate of progress.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>

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	<ul style="list-style-type: none"><li>• Children's counting and adding skills in KG.</li><li>• Students' ability to justify solutions to compare systems of linear equations in Middle.</li></ul>	<ul style="list-style-type: none"><li>• Students' use of spatial reasoning skills to compare fractions in Elementary.</li><li>• Students' use of mental mathematics to find solutions to simple and complex word problems in Middle and High.</li><li>• Boys' progress, particularly in Elementary and High.</li></ul>
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Science

- Students' achievement in science is good overall. Throughout the school the majority of children and students make better than expected progress over time.
- The school's internal data indicates that attainment is outstanding in KG, and good across the other 3 phases. This is not mirrored in what is seen in lessons and their work, where the majority of children in KG and students in High attain above curriculum standards and most students in the other 2 phases attain in line with curriculum standards. In MAP tests, attainment is acceptable in Elementary, good in Middle and outstanding in High. In the 2023 TIMSS, Grade 4 students performed slightly above the international average, while Grade 8 students' performance was below both national and international benchmarks.
- Overall, the majority of students' progress is good. KG children develop foundational scientific skills through observation, classification, and simple experiments. They identify seasons through weather-related art and craft activities and explore precipitation using shaving foam and dye experiments. Elementary students develop practical skills by constructing models of bird nests and animal skeletons to explore habitats and anatomical features. They apply experimental techniques like filtration and sedimentation to separate mixtures, deepening their understanding of material properties. In Middle, students explore real-world applications of sound waves in imaging, earthquake prediction, navigation, noise control, and music. In High, students research genetic disorders, analysing causes, inheritance, symptoms, and treatments. The ability of students to draw conclusions, make inferences, and communicate ideas scientifically is less well developed in KG, Elementary, and Middle.
- Overall, girls, particularly in Elementary, Middle and High, make better progress than expected from their starting points, compared to boys.

**Areas of Strength**

- Children's foundational scientific skills in KG.
- Students' practical, investigative and experimental skills in Elementary and Middle.
- Students' research skills in High.

**Areas for Improvement**

- Students' ability to draw conclusions, make inferences and communicate ideas scientifically in KG, Elementary and Middle.
- Boys' progress in Elementary, Middle and High.



Other subjects

- Students' achievement in other subjects is acceptable overall. In lessons and in their work, the majority of students in High attain above curriculum expectations and make better than expected progress, while the attainment and progress of most students in KG, Elementary and Middle School is in line with curriculum expectations, with higher achievement in ICT and PE (Physical Education) in High.
- In KG activities and in the 3 other non-core subjects taught in the school, which are ICT, Art and PE, students do not take externally assessed examinations.
- In KG, most children can create a collage independently, using glue, paint and textiles. They can clean up their work area and know the importance of washing their hands to remove germs. In PE lessons, Grade 1 and 2 students demonstrate core ball dribbling and shooting skills in basketball, while boys in Middle and High know the techniques for receiving and passing a football, taking one-touch shots on goal successfully. In ICT in Grade 5, students can create charts in Microsoft Excel, containing data that they have researched. By Middle, they can identify the number of columns and rows an Excel table needs to accommodate raw weather data. They know how to add extra rows to a table, and how to convert tables into pie charts. In art in Elementary and Middle students do not demonstrate a sufficiently wide range of creative techniques. The ability of all students to work cooperatively in KG and Middle are developing.
- Boys and girls make similar progress across all phases. Higher-attaining students do not consistently receive sufficient challenge to enable them to make the progress of which they are capable to achieve their full potential.

**Areas of Strength**

- Students' skills in ICT in Elementary, Middle and High.
- Students' progress in the development of core skills in PE across all phases.

**Areas for Improvement**

- Students' skills in a wider range of creative art techniques in Elementary and Middle.
- Students' ability to work cooperatively in KG and Middle.
- Students who are higher attaining levels of challenge in other subjects to maximise the progress they make across the school.



Learning Skills

- Students' learning skills are acceptable overall. They are good in KG and High, and acceptable in Elementary and Middle. Children and students have positive attitudes towards learning in all phases. They work well in small groups, although interactions are not always sufficiently productive, particularly in Elementary and Middle. Students often require support from their teachers to remain on task. Learning skills are more consistently applied in science and ICT than in other subjects. Girls typically demonstrate more developed skills than boys in all subjects and phases.
- Children's and students' collaboration and communication skills are well developed in KG and High and more limited in Elementary. When provided with the opportunity to discuss and debate, for example in Middle English, students can make connections between areas of learning and can link a fictional text to wider world issues, such as sustainability. Students' ability to take responsibility for their own learning is inconsistent, especially in Elementary and Middle
- Students can carry out basic research, for example into the application of atomic energy in Grade 9. In ICT students debate the impact of technology as an emerging feature in society, and in social studies students demonstrate their ability to speculate on solutions for world overpopulation. Critical thinking is inconsistent across subjects and phases. The use of learning technologies in the classroom is still in its formative stage and devices are mainly used for completion of on-line quizzes and basic research.

Areas of Strength

Areas for Improvement



	<ul style="list-style-type: none"> <li>Children's and students' ability to collaborate using a variety of resources and communicate their learning in KG and High.</li> <li>Students' ability to link their learning to the wider world in Elementary, Middle and High.</li> </ul>	<ul style="list-style-type: none"> <li>Students' independent learning skills and willingness to take responsibility for their own learning in Elementary and Middle.</li> <li>Students' critical thinking skills across the school.</li> <li>Students' use of learning technologies to support their learning across all phases.</li> </ul>
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## PERFORMANCE STANDARD 2: STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

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

Indicators:	KG	Elementary	Middle	High
<b>Personal development</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>

- Students demonstrate positive and responsible attitudes, requiring minimal reassurance. They are self-reliant. They respond well to critical feedback that supports their progress. Students' behaviour, particularly among girls across phases, is respectful. Rules and values are clearly stated, well understood, and consistently followed. However, the behaviour of a few boys in the upper phases necessitates monitoring to ensure consistent engagement in lessons and appropriate conduct during breaks.
- Children and students and staff maintain friendly, respectful relationships through positive interactions during lessons and beyond. Mutual respect, approachability and support foster friendships and positive social interactions during transitions, on playgrounds, and in break areas. Students feel safe, valued, and supported by staff throughout the school.
- Students have a reasonable knowledge and understanding of safe and healthy lifestyles, though a few occasionally make unwise food choices. They enthusiastically participate in activities such as basketball and football, which support their overall health and well-being.



- Students' attendance at 94 % is good and most regularly arrive at school on time.

<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"> <li>Students gain a clear understanding of Islamic values through Islamic Education, the Holy Qur'an lessons, and activities in the school mosque. They clearly recognise how these values influence contemporary society in the UAE. For example, they can provide examples of how values such as honesty and integrity, compassion and mercy, charity and generosity, respect for elders, and gratitude positively impact people's lives.</li> <li>Students appreciate Emirati culture and heritage. They are knowledgeable about the history, literature, arts, celebrations, and sports of the UAE. They actively participate in events such as UAE National Day, Flag Day, the Prophet's (PBUH) birthday, Folklore Day, Heritage Carnival, and the Holy Qur'an competitions, demonstrating their engagement with, and respect for, the nation's traditions.'</li> <li>Students demonstrate a clear understanding and appreciation of their own culture and can describe its similarities and differences with other cultures through social studies lessons and events such as Global Day celebrations. They explore distinctions and commonalities in areas, such as food, clothing, art, lifestyle, and historical events.</li> </ul>				
<b>Social responsibility and innovation skills</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"> <li>Students show a sense of civic responsibility through activities such as visiting homes for the elderly, supporting charity drives, and planting trees. They demonstrate empathy and consideration towards their peers, which is visible in lessons, assemblies, and during breaks.</li> <li>Students have a positive attitude towards learning and enjoy activities such as marathon competitions. Children in KG participate in coding activities, and Grade 8 girls engage in enterprise activities such as product sales. While students are enthusiastic to participate in projects, the opportunities to promote their innovation and creativity are limited.</li> <li>Students understand the importance of environmental sustainability and actively care for their environment. They participate in recycling projects, planting programs, and World Environment Day activities. The significance of environmental sustainability is consistently emphasised in assemblies, guest talks, and school events, though there is potential for further strengthening.</li> </ul>				

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#### Areas of Strength:

- Students' attitudes and relationships across the school.
- Students' clear understanding of Islamic values and awareness of Emirati and world culture in all phases.

#### Areas for Improvement:

- The behaviour of a few boys in the upper phases.
- Students' innovation, enterprise and entrepreneurship skills across the school.

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

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

Indicators:	KG	Elementary	Middle	High
Teaching for effective learning	Good	Acceptable	Acceptable	Good

- The quality of teaching and assessment is acceptable overall. In KG and High, teaching for effective learning is good. In KG, teachers draw on a range of resources to engage children effectively, including the use of a highly stimulating learning environment. Teachers in all phases have secure subject knowledge, plan lessons effectively and provide engaging classroom experiences, though opportunities to use displays to reinforce learning are missed. Teachers' time management is inconsistent and students in a small minority of lessons do not have the opportunity to consolidate their learning effectively.
- Positive relationships exist between teachers and students. The quality of teachers' questioning is variable across subjects and phases and does not consistently deepen students' understanding. In ICT, Arabic and Islamic education teachers' questioning successfully promotes students' critical thinking.
- Teachers' planning to meet the needs and aspirations of different groups is underdeveloped. Teachers generally provide individual support and levelled tasks in most lessons, though not differentiated questions or success criteria. Assessment data is not used effectively to plan differentiation, and consequently lessons do not always fully support or challenge all students.



- Teachers develop students' problem-solving skills in mathematics, while in other subjects this is a developing feature. Innovation is less well developed. Independent learning opportunities provided by teachers are an emerging feature of most lessons.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"><li>Internal assessment processes are mainly coherent and consistent. Assessments are linked to the school's curriculum and produce valid data about students' progress. The school uses a range of external examinations that meet UAE priorities to benchmark students' academic outcomes against national and international standards.</li><li>The school conducts regular and ongoing assessments, both online and through pen-and-paper tests. Assessment data is well-organised, with some analysis conducted to identify broad trends, patterns of attainment, and individual progress. This information is shared with staff, who use analysed data to inform lesson planning and adapt the curriculum to meet students' needs, although the quality of their interpretation of data and its use to influence practice is inconsistent and lacks effectiveness.</li><li>Teachers have reasonable knowledge of the strengths and weaknesses of individual students. Students are given oral feedback on their work during lessons. Teachers mark notebooks and work samples regularly and make very few informative written comments about how to improve. Students' thorough evaluation of their own and others' work is not consistently integrated into the school's assessment procedures.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>Teachers' effective planning and delivery of engaging lessons in KG and High.</li><li>Teachers' and students' positive relationships across the school.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>Teachers' use of reliable assessment to inform their planning, differentiated activities and pace of lessons to engage and challenge all groups of students,</li><li>Teachers' consistent questioning techniques to extend students' critical thinking and enhance their learning across all phases.</li><li>Teachers' constructive marking of students' work including advice on next steps and students' self and peer assessment to enhance the feedback process across all phases.</li></ul>				





## PERFORMANCE STANDARD 4: CURRICULUM

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

Indicators:	KG	Elementary	Middle	High
<b>Curriculum design and implementation</b>	<b>Good</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>The curriculum design and implementation are acceptable overall and good in KG. It is aligned to the American curriculum and is reasonably broad, balanced and planned particularly well in KG. In other phases the curriculum prepares students adequately for participation in external and international tests. Statutory national requirements for the provision of MoE curriculum subjects are met, including newly introduced English-medium subjects for non-Arabic speakers. The school prepares students adequately for the next stage of their learning within the school, providing smooth progression in most key subjects.</li><li>The school does not fully meet older students' talents, interests and aspirations due to the limited number of subjects on offer. Currently there are no electives for Grade 9 students. Cross-curricular links are a positive feature of the curriculum. These links are embedded in lesson plans and enhance students' transfer of learning between different subjects. For example, in an English lesson the teacher introduced multiplication. In science the curriculum has been adapted to aid English language acquisition and increase student participation and investment in their own education.</li><li>Senior staff and middle leaders review the curriculum regularly. This has resulted in the introduction of a revised curriculum offer in science and mathematics, as well as new programmes specifically for the school's current non-Arabic speakers, which are ASL, social studies and moral education.</li></ul>				
<b>Curriculum adaptation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>School leaders have made limited modifications to the curriculum to meet the needs of different groups of students. Further curriculum adaptation has yet to take place to support beginner level students in ASL in Elementary and Middle and to challenge higher attaining students across the school.</li><li>The current curriculum offer provides the foundation for students to develop their creativity and social skills. The number of community and volunteering events available to students is</li></ul>				

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increasing, although overall the school offers an insufficient variety of extra-curricular activities or after school clubs to develop students' enterprise, innovation and creativity.

- Local community links are a developing feature of the wider curriculum. The curriculum is planned with content to develop students' clear understanding of Emirati culture and UAE society, which is reinforced through assemblies, and in the delivery of Arabic language and Islamic education. The school has not systematically identified areas for adaptation of the US curriculum to reflect the UAE context and the students' own cultural backgrounds.

#### Areas of Strength:

- The curriculum design and implementation in KG.
- The cross curricular links that enable students to transfer their learning across subjects.

#### Areas for Improvement:

- The range of extra-curricular opportunities and curriculum options available for older students.
- The enhancement of the curriculum to promote students' creativity, enterprise and innovation skills across the school.
- The adaptation of the curriculum to reflect the UAE context in all phases.

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

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

Indicators:	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Acceptable	Acceptable	Acceptable	Acceptable

- The school has adequate policies and procedures in place for safeguarding, including child protection. These are shared with staff, students and parents so that they are aware of what to do and who to report to in the event of any concerns. Safeguarding posters are visible in



some areas of the school. Senior leaders are developing an awareness of their roles and responsibilities in ensuring the health, safety and security of all students, including establishing safe bus travel arrangements for all students. On a few occasions, such as break intervals and transition between classes, the level of supervision is insufficiently robust in the boys' section.

- The school buildings are well maintained, providing a safe and secure learning environment, equipped with ramps and railings in designated areas to meet the needs of all students, including those with SEN. Records, including school maintenance, fire drills, and evacuation procedures, meet all legal and regulatory requirements. The school's nurse and part-time doctor provide medical care, including routine checks, and they detail follow-up processes in medical logs and student files. The school strictly follows protocols for the safe keeping and administration of medicine.
- The promotion of students' healthy living is **adequate overall though lacks** systematic application. The school canteen generally offers nutritious food and sessions are conducted to promote students' healthy food choices. Students have access to drinking water stations in designated areas. Physical activity is promoted through PE lessons and some students engage in sports during breaks to support their health and well-being.

#### Care and support

Acceptable

Acceptable

Acceptable

Acceptable

- Teachers have good rapport with students and respond positively to them. Systems and procedures for managing students' behaviour, attendance and punctuality are appropriately in place. They are not yet fully effective in promoting positive engagement of all students in all lessons, particularly in the boys' section in higher grades. Initiatives to acknowledge positive behaviour and attendance through campaigns, awards and recognition events are developing. The code of conduct posters in classrooms are displayed in Arabic and parents receive timely information about any incidents.
- The school has efficient systems to support and monitor students' attendance and punctuality, including an online tracker. The social worker makes follow-up calls to check students' absence and to help parents understand the impact of attendance on their children's achievement.
- The school demonstrate a commitment to the inclusion of all students. The school's new inclusion policy and procedures to identify students with SEN is beginning to have an impact.
- The school has recently appointed an inclusion lead who uses teacher referral and observation to identify students with SEN who are helped by support staff in some lessons. The school has prepared a provisional list of SEN and G&T students, and action plans to enhance their learning are ready to be implemented.



- Teachers, support staff, the school nurse and the guidance counsellor together support and monitor the wellbeing and personal development of all students. The school provides limited guidance for Grade 9 students to select a school to complete their high school years. Transition planning, including that for KG, is not sufficiently structured to support students effectively as they move between phases.

#### Areas of Strength:

- The school's safeguarding and child protection procedures.
- The positive relationships of staff with all students across the school.

#### Areas for Improvement:

- The effectiveness of procedures to rigorously monitor the health, safety and security of all students travelling to and from school on buses.
- The further development of the identification and support for students with SEN, including G&T students.
- The structured transitional planning for all students, particularly KG children and students in Grade 9.

### PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

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

#### Indicators:

##### The effectiveness of leadership

##### Acceptable

- School leaders promote a clear vision for the school, which they reinforce regularly with all stakeholders, including students during assemblies. Leaders have demonstrated a commitment to the vision by improving access to up-to-date technology and ICT learning opportunities for students. The school has shown the capacity to improve, reducing staff turnover significantly this year. In this review leaders have improved some aspects of the school and have maintained adequate school performance. since its previous review last year. Student outcomes have improved significantly, particularly in KG, High and science across all phases. Leaders ensure that the school is compliant with regulatory requirements.

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- Academic leaders have a satisfactory understanding of best practice in teaching and learning. Middle managers have clearly delegated roles and responsibilities and show adequate understanding of the expectations of the school's US curriculum. The majority of middle managers have limited time to implement very effective management practice during the school day because of other conflicting duties.

#### Self-evaluation and improvement planning

Acceptable

- The school's self-evaluation process has successfully identified a few key areas for improvement, including more rigorous governance, an increase in practical learning resources, and better understanding of the UAE School Improvement Framework to inform more accurate self-evaluation. Overall, self-evaluation is insufficiently specific or self-critical, and the use of achievement data and the links with school improvement planning are not always sufficiently clear. The school has made progress in starting to address almost all the recommendations from last year's review, such as the identification of students with SEN. Leaders monitor teaching and learning regularly through observations and provide teachers with appropriate feedback and developmental action points. This is having a noticeable impact on several areas of the curriculum, but it will take time to fully embed best practice in teaching for effective learning throughout the school.

#### Partnerships with parents and the community

Good

- School leaders have successfully engaged parents in contributing to school improvement through consultation. Parent group meeting reports are sent to the governing body with items for discussion, which has resulted in an increased number of closed-circuit television (CCTV) cameras being installed around the school. The school has recruited several parents with professional expertise in such areas as finance and education to become governors. Parents report that communication with the school is very effective with ongoing easy access to information about their children's achievements and social development through report cards, online assessment data and parent-teacher meetings. They can contact the school informally using Telegram, WhatsApp, telephone or email at any time.
- The school makes some social contributions to the local community, for example through students' involvement in the Sharjah City for Humanitarian Needs. Community and inter-school partnerships are developing features, although the school has yet to forge any international partnerships. The school has begun participating in a school twinning project, where managers



visit each other's sites and students engage in friendly sports competitions with their partner school.

#### Governance

#### Acceptable

- The governing board has adequate composition and includes strong representation from parents who have specific areas of professional expertise. The school supervisor represents school staff on the board. Board members have provided anti-bullying and cyber safety. Board members are aware of statutory compliance requirements for the school, but they are not often actively involved in monitoring this. They engage in consultation with parents and advise school leaders on stakeholder priorities, such as ICT infrastructure, CCTV coverage and specialist provision in MoE subjects for non-Arabic speaking students, all of which the school has acted upon. The board has a limited scope to hold school leaders accountable for under-performance.

#### Management, staffing, facilities and resources

#### Acceptable

- School routines are effective and efficient. Staff are appropriately qualified, and contingency plans are in place for unexpected staff absences. Most academic staff have benefited from regular continuous professional development, delivered internally by managers, governors and more experienced teachers, and externally by SPEA and in conjunction with other schools. Staff turnover has dropped massively this year due to newly introduced financial and non-financial incentives. The school premises and learning environment are in process of being upgraded. PE facilities are spacious and well-equipped and a space for a second ICT and robotics laboratory has been refurbished with fixtures in place and is awaiting hardware purchases. Plans to build new classrooms to reduce some overcrowding in the boys' block have not yet been implemented. KG resources and facilities are a strong feature of the school. In other phases learning resources adequately support the curriculum, although they do not always inspire students to extend their learning.

#### Areas of Strength:

- Leaders' promotion of a vision that embraces technology.
- The school's strong capacity to improve based on their track record over the past year.
- The school's successful partnerships with parents.

#### Areas for Improvement:

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- School leaders' use of assessment data to influence teaching and curriculum modification.
- Middle managers' deeper understanding of the expectations of the US curriculum and time available to implement management practices.
- The accuracy and usefulness of the school's self-evaluation to drive forward school improvement.



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- The school has a total of 9 Arabic teachers with a teacher-student ratio of 1:112.
- The school has 1,466 Arabic library books comprising 198 fiction and 1,264 non-fiction books.
- The weekly schedule of the library is 8 periods daily for students, a week for Arabic and another week for English. The librarian is an Arabic teacher who guides 15 periods per week. Teachers usually accompany students and motivate them to read stories and summarise them to improve their reading skills. Students occasionally join the library to read, but there is no system for borrowing books. Students, teachers and parents have access to the online platform Kutubee, where every student has their own account. Effective communication on Telegram motivates students to read more and explains the importance of reading. Students in Elementary who complete the reading of 30 to 50 books are rewarded with certificates. The school has initiatives such as By Reading we Soar, Reading is Life, and Today's Reader to promote a love of books.
- The school participates in the competition The Arab Reading Challenge, and there is an Arabic club where students can enhance and practice their hobbies and develop their skills, such as toastmaster skills, writing articles, poems and art. The Arabic Department conducts internal reading competitions, and the Holy Qur'an reading competitions.

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

- The school utilises a variety of external assessments, including TIMSS, MAP, TALA, and Mubakkir. Since 2022, the number of students taking international examinations and tests has risen, as the school has enhanced parental understanding of the importance of benchmarking. The proportion of students who recently participated in international tests and examinations is as follows: TIMSS – 96%, TALA – 96% (2023-24), MAP – 91% (2023-24), and Mubakkir – 94% (2022-23).
- To prepare students for these assessments, the school employs the SAVVAS and HMS platforms, which offer self-paced, personalised learning to support improvement in mathematics, English, and science. Students also undergo a continuous process of mock tests, and teachers ensure that they complete one practice question daily in class. Teachers closely monitor students' results from mock tests and daily questions.
- International test results are communicated to students through department heads and teachers. Students discuss their results with the head of science, mathematics, or English, who provides their test scores. For Grades 3, 5, 7, and 9, target sheets are affixed to the front of their notebooks.
- Parents receive information about international test results through the school's report card and open-house meetings, where teachers engage in one-on-one discussions to ensure





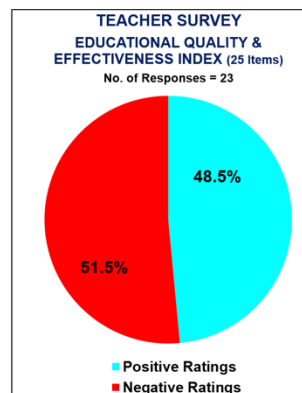
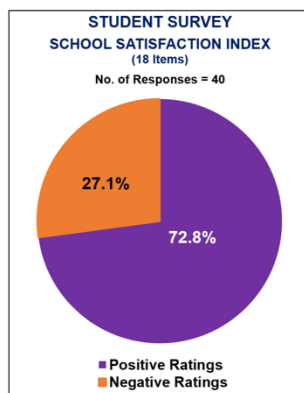
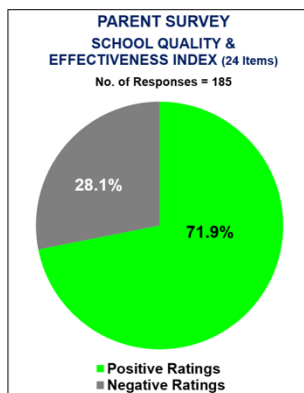
parents understand the results. The school is fully compliant with SPEA regulations.

### Provision for KG

- There are 8 teachers and 6 nannies in KG. Most teachers work across the subjects and teach English, mathematics, science and PE. There are 2 teachers responsible for Islamic Education and Arabic. The teacher to child ratio is 1:17.
- The indoor provisions have adequate classrooms and a multi-purpose activity room. Classrooms have learning centres with learning material that rotate around the different centres throughout the year. There are projectors, whiteboards, a reading area and tables to support child-centred learning. The indoor activity hall is well fitted to support physical activity with basketball hoops, trampoline, climbing wall, role playing structures, and a reading corner.
- Outdoor facilities include a playground and lawn area. Plans are in hand to develop the outdoor learning environment to include a football field to enhance children's physical activity.
- Parent orientation sessions are held at the beginning of the academic year where parents meet with class teachers. Welcome brochures, school guidelines, timetables and communication channels are shared with parents. Parents regularly communicate with teachers and progress and feedback meetings every semester highlight children's development. Transition planning is not sufficiently structured to support children's transfer as they move to the next phase of education.



## VIEWS OF STAKEHOLDERS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' attainment and progress in Elementary and Middle, particularly in English and Arabic as a First Language (AFL) by:
  - sharing good practice in teaching for effective learning across phases and subjects.
  - providing teachers with training in stretching and challenging more able students.
  - using assessment data to inform teaching and curriculum modifications.
  - providing students with more resources and opportunities for reading in English and Arabic, both in and out of class.
- Improve students' achievement in Arabic as a Second Language (ASL) by:
  - upskilling teachers in effective techniques in second language teaching, particularly for beginner learners.
  - assessing ASL students' starting points to inform teachers' lesson planning.
  - adapting the curriculum to meet the needs of beginner learners, and ASL students with low skills levels, who are in higher grades.
- Improve the support for students with SEN, including G&T students by:
  - continuing to identify students with SEN across the whole school.
  - extending the use of the SEN room and resources to provide personalised support to students.
  - modifying the curriculum to stretch and challenge all groups of students so that they can reach their full potential.

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- Improve the accuracy of self-evaluation by:
  - developing managers' and teachers' deeper understanding of the UAE School Inspection Framework.
  - using the UAE School Inspection Framework and data analysis to identify areas for improvement in every performance standard.
  - using the areas for improvement identified through self-evaluation to reliably inform the school's improvement planning and drive forward positive change.

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

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

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

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