School Performance Review

REPORT | **(SPR)**

AI NOOR INTERNATIONAL SCHOOL
20 to 23 January 2025

Overall
Effectiveness
Rating:
GOOD

SHARJAH PRIVATE EDUCATION AUTHORITY
هيئة الشارقة للتعليم الخاص

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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.

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School	School ID	194
	School location	Al Ghubaiba, Sharjah
	Establishment date	10/01/1985
	Language of instruction	Arabic
	School Curriculum	Ministry of Education (MoE)
	Accreditation body	MoE
	Examination Board	MoE
	External Assessments International and Curriculum Benchmark Assessments	International Benchmarking Test (IBT) Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS) Test of Arabic Language Arts (TALA) Mubakkir
	Fee Range	AED 4,705 to AED 1,1931
Staff	Principal	Khaddouj Ayoush
	Chair of board of governors	Dia Aldine Boukai
	Total number of teachers	156
	Total number of teaching assistants	6
	Turnover rate	8%
Students	Teacher: student ratio	1:18
	Total number of students	2,881
	Total number of students per cycle	KG: 0 Cycle 1: 414 Cycle 2: 986 Cycle 3: 1481
	Pre-KG: number and gender KG: number and gender	Boys: 0 Girls: 0 Boys: 0 Girls: 0
	Cycle 1/Primary: number gender	Boys: 202 Girls: 212
	Cycle 2/Middle: number and gender	Boys: 485 Girls: 501
	Cycle 3/High: number and gender	Boys: 785 Girls: 696
	Total number of Emirati	15

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	students		
	Pre-KG: Emirati number and gender	Boys: 0	Girls: 0
	KG: Emirati number and gender	Boys: 0	Girls: 0
	Cycle 1/Primary: Emirati number and gender	Boys: 0	Girls:0
	Cycle 2/Middle: Emirati number and gender	Boys: 4	Girls: 2
	Cycle 3/High: Emirati number and gender	Boys: 8	Girls:1
	Nationality groups (largest first)	1. Syrian	
		2. Jordanian	
	Total number of students with special educational needs	36	

PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
GOOD	**GOOD**

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 8 reviewers' 189 lesson observations, 99 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness has remained good since the previous review. The leadership team has concentrated on strategic planning, using a whole school approach to improve the school. Their actions have rightly focused on improving students' achievement and learning skills from acceptable to good in most subjects in Cycle 2, and achievement in English from good to very good in Cycle 3. Students' personal development and social development, and their innovation skills are good overall; and their personal development is now very good. Teaching and assessment, and the curriculum adaptation are good overall. The school continues to have good procedures in place for the safeguarding and protection of all students. The school's learning environment and facilities are well maintained and effectively support students' learning. Partnerships with parents and the community have improved from good to very good. Governors are supportive of the school's work and consider the views of other stakeholders. Under the direction of the current leadership team, the school demonstrates a strong capacity to improve further.

KEY AREAS OF STRENGTH:
- Students' improved achievement in most subjects in Cycle 2 and in English in Cycle 3.
- Students' behaviour, relationships, attendance, and understanding of and respect for Islamic values and Emirati culture.
- The learning environment that teachers provide.
- The priority that the school gives to students' welfare, health and safety.
- The partnerships with parents and the community and the day-to-day management of the work of the school.

KEY AREAS FOR IMPROVEMENT:
- Students' achievement to be at least very good in all subjects and cycles.
- The impact of teaching and assessment on all students' achievement, particularly high attaining and gifted and talented (G&T) students.
- The strengthening of leadership and management roles and their impact on students' outcomes.

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MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

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

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Islamic Education	• Students' achievement in Islamic education is good overall. Internal assessment data indicates students' progress is outstanding in Cycles 1, 2 and 3. This does not match with what is observed in lessons and students' work where the majority of students make better than expected progress over time across all cycles. • Internal assessment data identifies outstanding attainment across the school. This is not aligned with what is seen in lessons and students' work where the majority of students attain above curriculum expectations. There is no external assessment data for this subject. • Across all cycles, the majority of students make good progress. In Cycle 1, students develop a thorough knowledge about the importance of etiquette related to cleanliness and hygiene in Islam. They can comment knowledgably about a set of images and relate them to daily life situations. In Cycle 2, students can explain transportation etiquette, focusing on cleanliness, maintaining silence, and preserving public property. In Cycle 3, students demonstrate knowledge and deep understanding of Islamic etiquettes and moral values. For example, they can discuss the conditions of Islam regarding clothing and what constitutes appropriate attire for men and women. They can differentiate between physical and moral clothing, emphasising the importance of clothing for individuals. In Cycles 1 and 3, students' skills progress well in memorising and reciting the Holy Qur'anic Surahs using the correct Tajweed rules. In Cycle 2, a minority of students cannot memorise and recite Surahs, applying Tajweed rules correctly. In all cycles, a minority of students are not able to demonstrate deep knowledge about the meaning of Surahs and the Noble Hadeeth. • The majority of students in different groups make similar rates of progress. In Cycle 3, girls typically achieve better when compared to boys' achievement in Islamic education.
	Areas of Strength \u00a0\u00a0\u00a0\u00a0\u00a0\u00a0\u00a0\u00a0\u00a0\u00a0\u00a0\u00a0\u00a0\u00a0 **Areas for Improvement**

	• Students' knowledge and understanding of Islamic etiquettes and moral values across all cycles. • Students' skills in memorising and reciting the Holy Qur'anic Surahs using Tajweed rules correctly in Cycles 1 and 3.	• Students' ability to memorise and recite Surahs, applying Tajweed rules correctly in Cycle 2. • Students' deeper knowledge about the meaning of Surahs and the Noble Hadeeth across all cycles.
Arabic	• Students' achievement in Arabic as a First Language is good overall. The school's internal assessment data shows that students make outstanding progress in Cycles 1, 2 and 3. This does not match with what is seen in lessons and students' work, where the majority of students make better than expected progress over time across all cycles. • The school's internal assessment data shows that students' attainment is outstanding overall. This aligns with Mubakkir examinations for students in Grades 1 and 2, and with TALA examination results which indicate outstanding attainment in Grades 3 to 11. The school's internal assessment data is not aligned with what is seen in lessons and students' work where the majority attain above curriculum expectations in all cycles. The school did not take part in the IBT examination in the previous year. • The majority of students make good progress and demonstrate listening and speaking skills above curriculum expectations in all cycles. In Cycle 1, students can apply grammar rules and differentiate between nominal and verbal sentences and identify different types of verb tenses with verb conjugation. Their ability to form sentences using grammar rules correctly is less well developed. In Cycle 2, students read poetry fluently and with confidence, express the main ideas, and paraphrase verses of poems correctly. A minority of students have not fully developed their literary analysis skills. In Cycle 3, students confidently identify different types of irony in literary texts and are confident to explain features, for example when reading Andalusian poetry. They can infer the meaning of new vocabulary from narrative texts. Students' ability to use unfamiliar words and to produce extended pieces of writing is less well developed across all cycles. • The majority of students across different groups, including boys and girls, make similar rates of progress. High-attaining students are not sufficiently challenged to maximise the progress that they make.	

	Areas of Strength	Areas for Improvement
	• Students' listening and speaking skills across all cycles. • Students' reading and inference skills in Cycle 3.	• Students' literary analysis skills in Cycle 2. • Students' ability to form grammatically correct sentences in Cycle 1 and students' extended writing skills, using new vocabulary and the correct grammar across all cycles.
Social Studies	• Students' achievement in social studies is good overall. In lessons and in their work, the majority of students in Cycles 1, 2 and 3 make better than expected progress over time. This does not match the school's internal assessment data which indicates that students make outstanding progress over time across the school. • Internal assessment data shows that students' attainment is outstanding overall. This does not align with what is observed in lessons and students' work, where the majority attain above curriculum expectations. There are no external benchmarking assessments in social studies. • Overall, the majority of students make better than expected progress across all cycles. In Cycle 1, students demonstrate good knowledge of the national economy and society. They can explain concepts of animal wealth, agriculture and pollution. A minority of students are less confident in comparing traditional methods of agriculture with current practices. In Cycle 2, students can distinguish between facts, opinions, and sound judgments contained in a text. Students demonstrate a thorough knowledge of navigation tools. For example, they understand the importance of Global Positioning Systems (GPS) for travellers and tourists in the modern world and how it supports the UAE's economy through tourism and transportation. Their mapping skills are less well developed. In Cycle 3, students demonstrate a strong understanding of economics. They confidently explain concepts of e-commerce, digital marketing, and digital trade effectively, connecting them to real-life experiences. • The majority of students across different groups make similar rates of progress. High-attaining students do not always receive sufficient challenge to maximise their learning and make the progress of which they are capable.	
	Areas of Strength	**Areas for Improvement**

	• Students' knowledge of navigation tools in Cycle 2. • Students' strong understanding of economics and their connection to real-life experiences in Cycle 3.	• Students' ability to compare between the traditional methods used in agriculture in the past with current practices in Cycle 1. • Students' mapping skills in Cycle 2.
English	• Students' achievement in English is good overall. In lessons and students' work, the majority of students make better than expected progress in Cycles 1 and 2, and a large majority of students make better than expected progress in Cycle 3 over time. This does not match with the school's assessment data that shows that students make outstanding progress overall. • Internal assessment data indicates that students' attainment is outstanding overall. This does not align with what is seen in lessons and in students' work where most attain in line with curriculum standards in Cycles 1 and 2, and the majority of students attain above curriculum standards in Cycle 3. IBT examination results for students from Grades 3 to 9 indicate that students' attainment is above national expectations. PISA examination results indicate that students' scores are below average. • Overall, students' progress is good in Cycles 1 and 2, and very good in Cycle 3. In Cycle 1, students develop good knowledge and skills in phonics, grammar and semantics. They can distinguish letters in words, pronounce them correctly and create meaningful sentences. In Cycle 2, students listen attentively to instructions, answer questions correctly and share their ideas with others. They can read and explain what they have understood. In Cycle 3, students confidently hold discussions, demonstrating good speaking and analytical skills, for example in debates. They can read fluently and with intonation. In Cycles 1 and 2, a minority of students cannot read fluently, and their handwriting is not sufficiently legible. Students' extended writing for different purposes is not fully developed across the school. • The majority of the different groups of students, including boys and girls make similar rates of progress. High-attaining and G&T students do not consistently have access to sufficiently challenging tasks to increase their rates of progress.	
	Areas of Strength	**Areas for Improvement**

	• Students' attentive listening skills and the way they share their ideas with others in Cycle 2. • Students' speaking and analytical skills in Cycle 3.	• Students' handwriting and reading with fluency in Cycles 1 and 2. • Students' skills in extended writing for different purposes across the school.
Mathematics	• Students' achievement in mathematics is good overall. Internal assessment data indicates that students make outstanding progress in Cycles 1, 2 and 3. This does not match with what is observed in lessons and in students' work where the majority of students make better than expected progress over time. • The school's internal assessment data indicates outstanding attainment across the school. This does not match with what is seen in lessons and in students' work where the majority of students attain above curriculum standards in Cycles 1, 2 and 3. IBT examination results for students from Grades 3 to 9 show that students' attainment is above expectations. PISA results are below average. • The majority of students demonstrate good progress. In Cycle 1, upper grade students can solve multi-step numerical problems including the order of operations. In Cycle 2, students apply their geometrical knowledge to solve real-life problems, including using Pythagorean Theorem. A minority of students are not able to explain their findings in Cycles 1 and 2. In Cycle 3, students demonstrate good knowledge of calculus, for example, they can add and subtract polynomials and illustrate the graph of function according to its first and second derivative properties. Their skills to interpret and solve complex word problems are underdeveloped in Cycle 3. • Overall, the majority of students, including different groups, make similar rates of progress, including boys and girls. At times, a few students with special educational needs (SEN) do not make sufficient progress. High-attaining and G&T students are not sufficiently challenged so that they can make the progress of which they are capable.	
	Areas of Strength	**Areas for Improvement**
	• Students' application of geometrical formulae in Cycle 2. • Students' knowledge of calculus in Cycle 3.	• Students' ability to explain their findings in Cycles 1 and 2. • Students' skills in interpreting and solving complex word problems in Cycle 3.

Science	• Students' achievement in science is good overall. Internal assessment data indicates that most students make better than expected progress across all cycles. This is not evidenced in lessons and students' work where the majority of students make better than expected progress over time across all cycles.
	• Internal assessment data shows that attainment is outstanding across all cycles. This does not match with what is seen in lessons and students' work where the majority of students attain above curriculum standards in all cycles. PISA results indicate that students' attainment is below average. IBT results show that students in Grades 3 to 9 attain above curriculum expectations.
	• The majority of students make better than expected progress across the school. Students' application of scientific concepts to the environment is a strength across all cycles. In Cycle 1 and 2, students demonstrate the appropriate use of scientific terminology and reasoning skills, with more advanced skills evident in Cycle 2. In Cycle 1, students explore how plants and animals meet survival needs, and by Grade 4, they study states of matter and phase changes. Their investigative skills gradually develop through in-class hands-on activities. In Cycle 2, students continue to develop their investigative skills and enhance their practical skills through virtual and laboratory visits, conducting experiments such as exploring mirrors and sound waves. In Cycles 1 and 2, students do not have sufficient access to age-appropriate tasks that develop and enhance their investigative skills. In Cycle 3, students conduct practical activities, for example, when they dissect real animal kidneys, examine the strengths of acids and report their findings. Through the virtual laboratory, students learn about the concepts related to friction. In Cycles 2 and 3, students follow pre-designed experiments with step-by-step procedures which result in insufficient opportunities for them to hypothesise, design their own tasks, experiment and draw independent conclusions.
	• The majority of students, including boys and girls make similar rates of progress. High-attaining and G&T students do not have access to sufficiently challenging tasks to extend their learning and accelerate their progress.

Areas of Strength	Areas for Improvement

	• Students' appropriate use of scientific terminology and reasoning skills in Cycles 1 and 2, and their practical investigative skills in Cycle 3.	• Students' consistent development of age-appropriate investigative skills in Cycles 1 and 2. • Students' ability to independently design, hypothesise, experiment and conclude in Cycles 2 and 3.

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Other subjects	- Students' achievement in other subjects is good overall. In lessons and in their work, the majority of students make better than expected progress over time in physical education (PE), computing design and innovation (CCDI), art and moral education, and most students make expected progress over time in art. There are no internal assessments to establish the progress of students in other subjects. - There are no internal assessments for students' attainment in other subjects except for in CCDI where attainment is outstanding. This does not align with what is seen in lessons and students' work where the majority demonstrate knowledge and skills above curriculum expectations in CCDI and in other subjects, except for art where most students' attainment is in line with curriculum expectations. There are no external assessments for other subjects. - In other subjects, students make good progress except for art where progress is acceptable. In PE, in Cycle 1, students develop good balance, co-ordination and body movement. In Cycle 2, students develop good skills in football, volleyball, and handball, engaging well in competitive sports. In Cycle 3, students continue to develop their gross motor skills and confidence to compete in physical events. In CCDI, students in Cycle 1 and 2 develop their knowledge, skills and understanding of robotics, exploring 2 and 3 dimensions, identifying the role of sensors in controlling robotics using iPads and a range of other resources. Cycle 3 students develop an understanding of programming and electronic skills to create a functional system, using the Ardunio Integrated Development Environment (AIDE) system to control movements and to implement a robotic arm. In art, students in Cycle 1 work on drawing penguins and colouring them in using different medium, including pencils and wax crayons. In Cycle 2, students acquire basic technical skills in using a range of tools to draw and paint in their sketchbooks. By the end of Cycle 3, students begin to gain greater knowledge of art history and understanding of the philosophy of art as expressed by different artists. Students' skills in developing innovation in art across all cycles are underdeveloped. In moral education, across all cycles, students develop good knowledge of the importance of tolerance, patience, and respect for families, neighbours and other communities. - The majority of students, including boys and girls, make similar rates of progress. G&T students receive sufficient challenge in CDDI which impacts positively on their rates of progress.

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	Areas of Strength	Areas for Improvement
	- Students' good skills' development and their participation in PE, including competitively in Cycles 1, 2 and 3. - Students' skills in computing, especially programming and robotics across the school.	Students' skills in developing innovation in art across all cycles.
Learning Skills	- Students' learning skills are good overall. Across the school, students engage well in tasks, demonstrate very positive and responsible attitudes to their learning, know their strengths and what they need to do next to improve. For example, in Grade 4 science, students listen attentively to their teachers, respond well to their oral comments, and improve their work accordingly. - In general, students interact well with each other, can work in pairs and small groups when opportunities arise. For instance, in Grade 12 English, students communicate very well with each other, negotiate roles and responsibilities and share what they have learnt from each other regarding globalisation and sustainability. Students' collaborative skills and the communication of their learning is less strong in the lower grades of Cycle 1. - Students make meaningful links between different subjects and with real-life experiences across all cycles. For example, in Grade 2 mathematics, students calculate sums of numbers and make useful links with the UAE currency and talk about how to save money; in Grade 6 English, students learn about different countries and their cultures and explore peoples' eating habits and table manners across the world; and in Grade 7 science, students refer to the importance of eye hygiene while studying about the eye and vision. - Students take part in enterprise events to raise charitable funds to help others, ask questions and use learning technologies when required to research and to support their learning. Their problem-solving and critical thinking skills are improving steadily, for example, in mathematics when they find out 'X' expressions; and in computing to explore ways to save their spreadsheets safely. Students' innovation skills are insufficiently developed in most subjects and grades across the school.	
	Areas of Strength	Areas for Improvement

• Students' positive attitudes to learning and their engagement in tasks across the school. • Students' skills in making meaningful connections between different subjects and real-life situations across all cycles.	• Students' ability to work collaboratively in groups and to communicate their learning effectively, particularly in the lower grades of Cycle 1. • Students' innovation skills in most subjects and grades 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**	**Very Good**	**Very Good**	**Very Good**

- Across the school, students display very positive and responsible attitudes to learning, listen to their teachers attentively and respond very well to their instructions. Students behave very well in lessons, move in an orderly manner in all parts of the school, and are clear about the school's code of conduct. Students confirm that bullying is very rare.
- Students have respectful and considerate relationships with their teachers and peers. They are sensitive to the needs of students with SEN and offer a helping hand to those who are new to the school. Students come from different cultures, mix well and get on very well with each other.
- Students have secure knowledge about how to lead safe and healthy lifestyles. They engage well in physical activities and sports competitions in school and beyond. Students participate in events such as Health and Heart Days to raise awareness about the importance of health and wellbeing.
- Students' attendance at 98% is outstanding. Students arrive at school punctually and attend lessons on time. As a result, learning flows smoothly

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

- Students across the school have a clear understanding and appreciation of how Islamic values influence life in UAE society. This is evident in the way that they respect the recitation of the Holy Qur'anic verses in lessons and assemblies; and the manner in which they greet each other, their teachers and others when they enter classrooms.
- Students have a good knowledge of UAE culture and heritage, for example, respecting the national anthem, taking part in events such as National, Flag and Martyrs' Day celebrations, and knowing the popular food of the UAE. Students appreciate the efforts of the UAE rulers to develop education and the economy of the country.
- Students have a good knowledge of their own culture and traditions and appreciate the cultural diversity around them. For instance, they confirm that during Culture and International Days, they learn about the cultures and backgrounds of their friends. Older students talk about the different cultures they learn about in subjects such as in English, history, geography and art, and how they cascade such knowledge and skills to others during assemblies and special events.

Social responsibility and innovation skills	N/A	Good	Good	Good

- Students undertake various school community roles such as becoming counsellors or monitors. The school scouts lead on drumming in assemblies and special events. In Cycle 1, students enjoy being the teacher-helper and are proud to take it in turns to support their peers when they leave the classrooms at break times. Older students organise special events, including charitable work and environmental research beyond the school. Across the school, students' contribution to the local community is increasing steadily.
- Students care for their school and take part in enterprise events to support their community; and older students lead on entrepreneurship activities such as in economics and marketing that they study through the English language programme. Students participate in creative activities such as in musical and poetry performances as observed in assemblies. Innovation skills and creativity are not yet fully developed in lessons across the school.
- Students take part in events to improve the school's environment, including regularly watering plants that they have grown themselves. They participate in recycling activities and keep their

school clean and free from litter. In Cycle 3 students take part in projects and events such as COP28 to suggest ideas to tackle climate change. In Cycles 1 and 2, students do not consistently contribute to projects that promote sustainability and conservation in the wider world.

Areas of Strength:

- Students' attitudes to learning, behaviour and relationships across all cycles.
- Students' understanding of Islamic values and their appreciation of the UAE culture across the school.

Areas for Improvement:

- Students' full engagement in activities that enhance their creativity and innovation in lessons across all cycles.
- Students' consistent contribution to activities that promote sustainability and conservation beyond the local community, especially in Cycles 1 and 2.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

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

- The quality of teaching and assessment are good overall. It is very good in English in Cycle 3 and has improved from acceptable to good since the previous review in Cycle 2. Most teachers have secure knowledge of their subjects and use it well to help students learn successfully. Teachers in all cycles provide a welcoming learning environment; plan and deliver structured lessons and share the learning objectives with students so that they are clear about expectations. They use the available resources and tools such as videos and learning technologies to enhance learning, managing the time effectively to help students complete their tasks before they move on to another lesson.

- In general, teachers ask questions that gauge students' understanding and deal with misconceptions effectively when they arise. In the most effective lessons, for instance, in English in Grade 11, the teacher used a range of questions to deepen students' learning, encouraged dialogue, discussion and research, and provided activities to meet the different learning needs of students, including the high-attaining and G&T students. As a result, students worked at a brisk pace and made rapid and sustained progress. In a minority of lessons, teachers do not always adopt such effective practice to cater for the different needs of students.
- Across the school, teachers generally provide sufficient opportunities that foster students' independence and enable them to use learning technologies to support their work, conduct research, and assess their learning.
- Teachers provide tasks that help students to solve problems and to think critically about their own learning. For example, in Grade 7 social studies, students take part in research and explore advantages and negative aspects related to use of GPS. The development of students' innovation skills is not yet a common feature in lessons across subjects and grades.

Assessment	N/A	Good	Good	Good

- The school's internal assessment systems and procedures are well established, link to the curriculum standards, and enable teachers to track students' attainment and progress over time. Some of the internal assessment data is overly generous and does not provide a valid measure of students' outcomes. The school takes part in external assessments and examinations such as IBT, PISA and TALA to benchmark students' attainment with national standards and international expectations.
- The school leaders analyse students' attainment and progress for individuals and different groups of students, including boys and girls, and record it efficiently. They share the information with middle leaders and teachers so that they can use it effectively in their future planning and to modify the curriculum. Most teachers use the assessment data effectively to respond to the abilities and learning needs of all students. As a result, students typically make good progress in all cycles. In the less effective lessons, teachers do not use the assessment information well enough to fully meet the needs of different groups of students, especially the high-attaining and G&T students.
- In general, teachers know students' strengths and understand what they need to improve in their learning. They give students oral feedback in lessons and encourage them to self-correct and improve their work. Teachers mark students' written work regularly in all cycles, sometimes providing diagnostic comments. A minority of them do not always explain to students what they can do to improve the quality of their work. In most lessons, plenaries

regularly take place that help students to reflect on what they have learnt. Students keenly assess their work, and the use of peer-assessment is improving steadily.

Areas of Strength:

- Teachers' provision of a welcoming learning environment and the way that they explain the learning objectives so that students are clear about expectations across all cycles.
- Teachers' oral feedback to students in lessons and the positive way students respond to improve their work across the school.

Areas for Improvement:

- Teachers' promotion of innovation in lessons across subjects and grades.
- The accuracy of internal assessment data and its use to provide tasks that meet the needs of different groups of students, especially high-attaining and G&T students in all cycles.
- Teachers' regular written diagnostic feedback in students' workbooks in all cycles so that they can further improve the quality of their work.

PERFORMANCE STANDARD 4: CURRICULUM				
The quality of the curriculum is good overall.				
Indicators:	**KG**	**Cycle 1**	**Cycle 2**	**Cycle 3**
Curriculum design and implementation	**N/A**	**Good**	**Good**	**Good**

- The quality of the curriculum is good overall. It is broad, balanced and relevant and meets the MoE statutory requirements. The educational programme provides a good range of opportunities for students to develop their knowledge and skills in most subjects, except for the provision in art which is adequate overall. The curriculum is well planned and provides progression and continuity for most students in most subjects. For example, in Grade 1, the key focus on developing students' phonological skills in both Arabic and English, especially for those who have missed early years education, results in learners being well prepared for the next stage of their education.

- The school provides older students with an advanced stream, and there are firm plans to offer a general stream in the near future. Across the school, students experience moral education and have regular access to PE and computing. There are carefully planned and purposeful cross-curricular links enabling students across the school to transfer knowledge and skills from one subject to another and to their daily lives and the wider world. For example, in a Grade 6 English lesson, students made connections with the importance of tolerance in the UAE and peace and respect in Islam; and in Grade 7, in an Arabic poetry lesson, students referred to the history of Arabs in the Andalusia region of Spain.
- The school conducts regular reviews of its curriculum at senior and grade levels. This has led to a positive impact on improving students' outcomes. For example, students' achievement in English has improved from good to very good in Cycle 3 since the previous review, and achievement is now good overall in Cycle 2. School leaders have recognised that further modification is needed to improve students' achievement to a very good level.

Curriculum adaptation	N/A	Good	Good	Good

- The school has modified aspects of its curriculum to provide the opportunity for students to improve their Arabic and English skills in the lower grades of Cycle 1, and more speaking, research and enterprise tasks in English for students in Cycle 3. Such modification is also notable in the teaching and learning of most subjects in Cycle 2, and how the teaching of moral education supports students' spiritual, moral and social development across the school. Adaptation is less consistent to ensure sufficient challenge for high-attaining and G&T students in order to maximise their achievement.
- The curriculum provides a good range of activities to enhance students' learning, including reading in Arabic, the recitation of the Holy Qur'an, chess games and sports competitions. The school also offers enterprise events such as raising funds to donate to the Red Crescent charity through arranging stalls for students to sell food and products that they have made themselves. Older students develop their entrepreneurial skills through marketing opportunities and through involvement in projects such as the UAE Young Entrepreneur. Assemblies provide creative moments for students to share their talents and to strengthen their leadership skills. Innovation is not yet a strong feature in lessons across the school.
- The school has established meaningful learning experiences, including architecture, transport, tourism and food in the Emirates that deepen students' understanding and appreciation of UAE society and Emirati culture. Students celebrate events, including national days.

Areas of Strength:

- The planned and purposeful cross-curricular links that effectively enable students to apply learning across subjects and to real-life situations across the school.
- The meaningful learning which promotes connections with UAE society and Emirati heritage that deepens students' understanding and appreciation across all cycles.

Areas for Improvement:

- The consistent reviews and adaptions of the curriculum to meet the needs of students, particularly high-attaining and G&T students across all cycles.
- The careful planning and embedding of innovation opportunities across the school.

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

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

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

- The school has comprehensive safeguarding policies and procedures, including health and safety, behaviour, and child protection which are available to the school community and other stakeholders. Staff have received relevant training in safeguarding, and parents know about the safe use of internet and social media to protect their children. Senior students lead on anti-bullying events in assemblies to raise awareness of the negative impact that bullying can have on individuals and their families. The school's environment is safe, secure, and hygienic. Health and safety teams undertake regular risk assessments on the premises and resources, including fire evacuation. Supervision of students in the school and on the school's transport and arrangements for private transport are efficient. The home-school

- agreement for older students to go home on their own is signed by parents and the school and checked regularly, although a few of these students wait to be collected by their parents outside the school and in the local area and this requires review.
- Buildings and premises are well maintained. Records for welfare, health and safety, accidents and incidents are logged, including subsequent actions. Medical files and medicines are stored securely in locked cabinets. There are ramps and suitable toilet facilities. At present, the school does not have a lift so students and others who might have restricted mobility use facilities on the ground floor of the buildings.
- The school promotes a safe and healthy lifestyle. Students have good opportunities to engage in PE lessons and sports competitions. Through Health Week and lessons about the food diversity and nutrition, students learn about how to make healthy eating choices.

Care and support	N/A	Good	Good	Good

- Relationships between staff and students are positive and respectful, and systems for managing behaviour are successful. Teachers share the school's code of conduct and behaviour rules with students and their parents so that they know what is expected of them. Teachers are effective role models in promoting positive behaviours for learning.
- Procedures to promote attendance and punctuality are highly effective. The school staff encourage parents to bring their children regularly to school and on time. As a result, attendance at 98% is outstanding.
- The school's special educational need coordinator (SENCO) and specialist staff have implemented systems to identify students with SEN, refer students for external assessments and to devise their individual educational plans (IEP) in partnership with parents. Students with SEN receive effective support from specialist staff in order to make the progress of which they are capable. The SENCO attends meetings with parents and teachers to review students' IEP and to provide extra guidance whenever needed.
- The school has reviewed its systems and procedures for the identification of G&T students. Students have access to extra-curricular activities and computing lessons to meet their interests. The level of challenge and support provided in lessons in all cycles is inconsistent.
- The nurses, social worker and teachers provide good personal and academic guidance to students, including mental health and wellbeing. Across the school, transition arrangements are well established, helping students to be familiar with their new teachers before the beginning of the academic year. The school provides effective academic support to help students choose the subjects that they would like to study in the school, their choices of universities and career pathways to help prepare them for their future education. Parents and students hold positive views about the service the school provides.

Areas of Strength:

- The attention the school gives to students' welfare, health and safety across all cycles.
- The positive rapport between staff and students across the school and the attendance and punctuality procedures that result in outstanding outcomes for students.

Areas for Improvement:

- The robust review of the routines and procedures for older students who travel home on their own after school.
- The levels of support and challenge for G&T students in lessons across all cycles.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership	Good

- The principal and her leadership team have a clear vision and strategic direction that they share with the school's community. The school is committed to inclusion and delivering the UAE national priorities, as evident in the way students take part in national and international examinations. Most leaders demonstrate good knowledge of the curriculum and best practices in teaching, learning and assessment. A few of the middle leaders have not fully developed their monitoring systems and a minority of teachers in most subjects do not use the assessment information effectively to plan lessons that respond to the learning needs of the different groups of students, particularly high-attaining and G&T students. The school provides a calm learning environment where students are ready to learn. Relationships between the school community are professional, and morale is very positive.
- The school leaders have addressed some of the barriers to learning such as in the provision of phonics to support early literacy in Arabic and English for students who have joined the school without early years' experience. It has improved all aspects of the school's work from acceptable to good in Cycle 2, and from good to very good progress in English in Cycle 3.

- Leaders continue to demonstrate strong capacity to improve. All statutory and regulatory requirements are met.

Self-evaluation and improvement planning	Good

- The school's self-evaluation form (SEF) includes the viewpoints of teachers, other staff in the school, parents, students and other stakeholders. This helps the school to highlight its strengths and to identify key priorities for improvement. Some of the internal assessments do not accurately reflect students' achievement. The school's improvement planning focuses on the priorities identified in the SEF and includes actions, costings and a system for monitoring and evaluation. Senior leaders observe teachers and offer them constructive feedback to help improve students' achievement, and such reporting to teachers is improving steadily. The school has continued to make improvement over time.

Partnerships with parents and the community	Very Good

- The school engages parents very well in supporting their children's learning and development, including reading in Arabic and English and the parents' association actively involves parents in a wide range of events and initiatives to support the work of the school, such as organising special events about Eid and national days, and discussions on priorities and views that may influence decisions on the provision of extra-curricular activities, and students' health and wellbeing. Communication channels are very effective, and parents appreciate the open-door policy to approach the leadership team and other staff for support. Parents confirm that they receive regular reports from teachers that explain their children's academic outcomes, personal development, and next targets. They have termly meetings with teachers to discuss their children's education and to ask for clarification when required.
- The school has strengthened its partnerships with agencies and health professionals, and students benefit from support on fire and road safety and healthy eating. Students have a range of opportunities to contribute to charities, visit other schools and take part in competitions and events, including sports, environmental workshops and UAE poetry competition. The school has established close links with other schools and universities in the UAE and international institutions to enhance its curriculum.

Governance	Good

- The governing board includes representations from the owners, teachers, parents, students and other stakeholders. Governors act on parents' suggestions, work closely with the principal and other senior leaders, and ask questions about students' achievement and their welfare, health and safety. Governors who are responsible for teaching and learning conduct learning walks around the school, hold discussions with teachers and students, and check students' assessments. They acknowledge that some of the internal assessments are overly generous. The governing body effectively ensures that the school complies with statutory requirements.

Management, staffing, facilities and resources	Good

- All aspects of the day-to-day management of the school, its routines and processes are well-organised. Staff are suitably qualified and attend regular training. Some of the training does not fully match the needs of a few of the middle leaders and teachers. Premises and facilities are suitable and well used by teachers and other staff to support students' learning, including the science laboratories and the library. There are not enough practical resources for teachers and students to use, particularly in Cycle 1.

Areas of Strength:

- Leaders' clear vision and the professional relationships across the school.
- The school's improved and very good partnerships with parents and the community.

Areas for Improvement:

- The specific training for teachers and middle leaders on monitoring systems and on the validation and use of internal assessment data.
- The provision of extra practical resources, particularly in Cycle 1.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The staffing provision for teaching Arabic language across the school is 28 teachers with a teacher to student ratio of 1:103.
- There are approximately 4,500 books for Arabic readers in the library, which include fiction and non-fiction books.
- In Cycles 1 and 2, students attend the library for at least 1 lesson weekly with their teachers, and the librarian helps students to choose books that are appropriate for their age and stage of development. Older students use computers for research and to read independently and for pleasure. Students can borrow books to take home. The school has an electronic library that provides the opportunity for students to read in school, and at home with their parents and siblings.
- In assemblies, students have opportunities to read stories and poems that they have created themselves, and to prepare for national competitions. The Arabic department organises regular special reading events, including My Family Reads, The Young Poet, and competitions such as Reading Challenge in school and beyond. Some parents volunteer to read to students in school and to help them develop their love for reading.

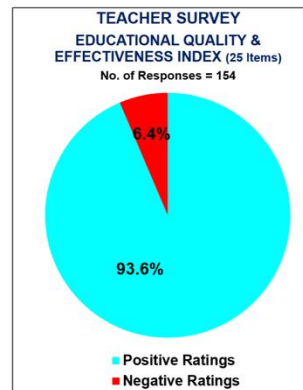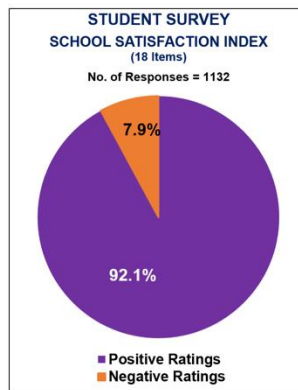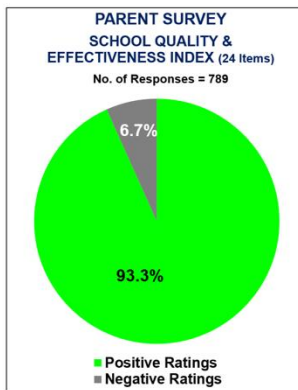### The school's use of external benchmarking data

- The school takes part in external benchmarking to meet the UAE national agenda and SPEA requirements for international tests.
- IBT assessment data for students from Grades 3 to 9 shows that students' attainment is above the expectations in English, mathematics and science. PISA assessment tests indicate that students' attainment is below the average. TALA assessments for students from Grades 3 to 11, and Mubakkir testing for students in Grades 1 and 2 show that most students' attainment is above curriculum standards.
- Teachers of mathematics and science have attended training to help them strengthen their knowledge and skills of how to support students' critical thinking and problem-solving skills. Teachers of Arabic and English encourage students to read regularly and to develop their comprehension skills. Students know that they need to read instructions carefully before answering questions so that they do not lose marks.
- Teachers share the examination results with parents through regular parental consultation meetings. Students are aware of their targets and know how to improve their work.

School Performance Review of Al Noor International School
20th to 23rd January 2025

Provision for KG

- N/A

VIEWS OF STAKEHOLDERS

PARENT SURVEY
SCHOOL QUALITY &
EFFECTIVENESS INDEX (24 Items)
No. of Responses = 789

6.7%

93.3%

- Positive Ratings
- Negative Ratings

STUDENT SURVEY
SCHOOL SATISFACTION INDEX
(18 Items)
No. of Responses = 1132

7.9%

92.1%

- Positive Ratings
- Negative Ratings

TEACHER SURVEY
EDUCATIONAL QUALITY &
EFFECTIVENESS INDEX (25 Items)
No. of Responses = 154

6.4%

93.6%

- Positive Ratings
- Negative Ratings

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve further students' achievement across the school to be at least very good in subjects and cycles by:
    - offering more practical tasks for students to develop their analytical reading and writing skills in Arabic; and in English, to improve their reading, handwriting and writing skills.
    - assisting students in Islamic education to practise memorisation of Surahs and to understand the meaning of Surahs and the Noble Hadeeth; and in social studies to improve their mapping skills and to be able to compare between the methods used in agriculture in the past and present.
    - providing more opportunities for students to strengthen their reasoning and high-order thinking skills to tackle complex operations; in science, to give more chances for students in Cycle1 to develop appropriate investigative skills and for other students to design their own experiments, investigate, conclude and report independently; and in

> - art to practice their creative skills.
>   - giving the chance for students across the school to develop their learning skills, including innovation and communication and collaboration, particularly in Cycle 1.
>
> - Improve the impact of teaching and assessment on all students' achievement by:
>   - ensuring that teachers constantly use the assessment data they gather on students to deliver lessons and tasks that cater for the needs and abilities of the different groups of students, particularly high-attaining and G&T students.
>   - ensuring that teachers share the best practice that exists in school and to encourage students' innovation and creativity.
>   - ensuring that teachers adapt the curriculum to meet different abilities and needs.
>   - ensuring that teachers mark students' written work and offer students clear and constructive suggestions on how to improve the quality of their work.
>
> - Improve leadership and management roles and their impact on students' outcomes by:
>   - providing well-tailored training for teachers to cater for their personal needs so that they can improve their knowledge and skills in the subjects taught.
>   - offering extra support, specific training and mentoring for middle leaders so that they strengthen their leaderships skills and know how to hold teachers more accountable for students' performance.

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

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

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

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