



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

SHARJAH PRIVATE SCHOOL
17 to 20 February 2025

Overall
Effectiveness
Rating:
GOOD

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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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

Judgements



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

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

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

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



SCHOOL INFORMATION

School	School ID	155
	School location	Sharjah, Helwan, Al Abaar
	Establishment date	1974
	Language of instruction	Arabic
	School Curriculum	MoE
	Accreditation body	-
	Examination Board	MoE
	External Assessments International and Curriculum Benchmark Assessments	International Benchmark Tests (IBT) Tests in Arabic Language Arts (TALA) Tests in Mathematics and Science Study (TIMSS)
	Fee Range	AED 7,000 to AED 8,500
Staff	Principal	Helani Toma Jajou Semaan
	Chair of board of governors	Ashgan Ali Ibrahim
	Total number of teachers	93
	Total number of teaching assistants	6
	Turnover rate	30%
Students	Teacher: student ratio	1: 19
	Total number of students	1,805
	Total number of students per cycle	KG: 498 Cycle 1: 963 Cycle 2: 344 Cycle 3 : N/A
	KG: number and gender	Boys: 257 Girls: 241
	Cycle 1: number and gender	Boys: 487 Girls: 476
	Cycle 2: number and gender	Boys: 184 Girls: 160
	Cycle 3: number and gender	Boys: N/A Girls: N/A
	Total number of Emirati students	34
	KG: Emirati number and gender	Boys: 7 Girls: 4
	Cycle 1: Emirati number and gender	Boys: 16 Girls: 7
	Cycle 2: Emirati number and gender	Boys: N/A Girls: N/A
	Cycle 3: Emirati number and gender	Boys: N/A Girls: N/A
	Nationality groups (largest first)	1. Syria 2. Egypt
	Total number of students with special educational needs	12



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
GOOD	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 155 lesson observations, 98 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is the same as at the previous review. The majority of students attain above curriculum standards across most subjects except in Arabic, other subjects in cycles 1 and 2 and English in KG. Students' attainment remains in line with the standards in these subjects. Across all cycles and subjects, the majority of students make better than expected progress except in Cycle 2 mathematics and science where a large majority make better than expected progress. Students' learning skills are good and there is improvement in students' innovation skills particularly in Cycle 2. Students' behaviour and relationships across the school are exemplary. The quality of teaching and assessment and the curriculum are good across the school. Teachers plan engaging lessons. They do not consistently set personalised targets for students particularly the high attainers and those with special educational needs (SEN). Not all teachers use the accurate analysis of assessment data to inform their teaching. Strong support and guidance, positive relationships and safety processes ensure students' safety on the premises. The principal knows the students well and has established a positive learning culture where everyone feels safe and happy. Middle leaders are not yet effectively monitoring the impact of teaching and learning on students' achievement. The range of resources and the school environment provide effective support for students' learning. The school is well placed to make further improvement.

KEY AREAS OF STRENGTH:

- The positive and supportive learning culture throughout the school.
- The improvements to students' achievement in mathematics and science in Cycle 2.
- Students' exemplary behaviour, responsible attitudes and considerate relationships.
- The strong partnerships with the local community developing students' social responsibility across the school.



KEY AREAS FOR IMPROVEMENT:

- Students' problem-solving, enquiry, research, and creativity skills across all cycles.
- The quality of teaching that is based on an accurate analysis of assessment data, including sufficient support for lower-attaining students and challenge for higher-attaining students throughout school.
- The effective deployment of appropriately skilled middle leaders to support a culture of continuous improvement that is focused on raising students' achievement across all subjects and cycles.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

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



Islamic Education	<ul style="list-style-type: none"> Students' achievement in Islamic education is good overall. Internal data shows very good progress. This does not match what is seen in lessons and their work, where the majority of children in KG and students in Cycles 1 and 2 make better than expected progress over time. Internal data shows attainment is outstanding overall. This does not match what is seen in students' work and lessons, where the majority attain above curriculum expectations. There is no external data for Islamic education. The majority of students make good progress overall. In KG, children recite age-appropriate Surahs from the Holy Qur'an, the Noble Hadeeth and appreciate Allah (SWT) blessings. Their ability to understand the content of the Noble Hadeeth is less developed. In Cycle 1, students understand basic Islamic values and infer vocabulary in the Holy Qur'an from context. Their deeper understanding of the Noble Hadeeth is less developed. In Cycle 2, students memorise verses and understand the importance of charity. Their ability to use evidence from the Holy Qur'an and the Noble Hadeeth to support their views is less well developed. All groups make better than expected progress except the high-attainers who do not make the progress of which they are capable due to insufficient challenge. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Children's ability to recite age-appropriate Surah from the Holy Qur'an and the Noble Hadeeth in KG. Students' understanding of the basic Islamic values and their impact on individuals and society in Cycle 1. 	<ul style="list-style-type: none"> Children's and students' deeper understanding of the meanings of the Noble Hadeeth in KG and Cycle 1. Students' ability to use evidence from the Holy Qur'an and the Noble Hadeeth to support their views in Cycle 2.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic as a first language (AFL) is good overall. Internal data shows very good progress. This does not match what is seen in lessons and their work, where the majority of students make better than expected progress over time across all cycles.Internal data shows outstanding attainment across the school. This matches the TALA and IBT outstanding results. In lessons and their work, most students attain levels in line with curriculum standards.Overall, the majority of students make better than expected progress. In KG, children recognise shapes and sounds of letters. They read unfamiliar words using pictures and clues. Their ability to write simple words is less developed. In Cycle 1, students read simple texts fluently with intonation. They use new vocabulary to form meaningful sentences. In Cycle 2, students identify the main idea in simple texts. They engage in discussions using standard Arabic and correct language structures. Students' accurate use of grammar rules in context as well as their extended writing skills in cycles 1 and 2 are underdeveloped.Different groups make better than expected progress except for high-attainers who do not make the progress of which they are capable due to inconsistent challenge in their lessons.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' fluent reading skills in Cycle 1.Students' ability to participate in discussions using accurate standard Arabic and correct language structures in Cycle 2.	<ul style="list-style-type: none">Students' application of Arabic language grammar rules in context in Cycles 1 and 2.Students' extended writing skills in Cycles 1 and 2.



Social Studies	<ul style="list-style-type: none"> Students' achievement in social studies is good overall. Internal data shows very good progress. This does match with what is seen in lessons and their work, where the majority of students make better than expected progress over time. Internal assessment data shows outstanding attainment. This does not match what is seen in lessons and students' work, where the majority attain above expectations. There are no externally benchmarked assessments in social studies. The majority of students make good progress overall. In KG, children demonstrate knowledge of the biography of Emirati leaders and their role in the foundation of the UAE. They recognise different types of careers and their tools. Cycle 1 students understand the functions of school and their obligations towards it. Their deeper understanding of basic social concepts is less developed. Cycle 2 students demonstrate a basic knowledge of the South Korean culture and can analyse its geographical features. They can compare the achievements of the UAE with South Korea. Students' enquiry skills to identify social problems and suggest solutions are underdeveloped. The majority of students make better than expected progress except high-attaining students who do not maximise their progress due to insufficient challenge. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Children's knowledge of different types of careers and their tools in KG. Students' basic knowledge of the South Korean culture and its geographical features in comparison with the UAE in Cycle 2. 	<ul style="list-style-type: none"> Students' deeper understanding of basic social concepts in Cycle 1. Students' enquiry skills to identify social problems and suggest solutions in Cycle 2.



English	<ul style="list-style-type: none">Students' achievement in English is good overall. In lessons, the majority of students make better than expected progress across all cycles over time.Internal data indicates almost all children in KG and a large majority of students in Cycle 1 and 2 attain above curriculum standards. This does not match what is seen in lessons and their work, where the majority of students attain above expected standards in Cycles 1 and 2 and most children attain in line in KG. 2024 IBT results indicate the majority of students attain above average across grades 3, 4, 5 and 6.In KG, children can identify letters and their sounds and read and write simple words. In Cycle 1, students apply vocabulary and simple grammar correctly in writing. They do not read or write to complete substantive tasks. Students listen attentively and speak English with increasing fluency. In Cycle 2, students read a short text, identify keywords and explain the main points. Their ability to read longer texts is less well developed. Most students confidently speak in class presentations and group discussions. Their extended writing skills are underdeveloped across Cycles 1 and 2.Overall, girls make better progress than boys in Cycle 2. Students with SEN and G&T students do not consistently make the progress of which they are capable due to inconsistent support and challenge in lessons.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Children's phonics skills in KG.Students' speaking and vocabulary skills in Cycle 1.	<ul style="list-style-type: none">Students' extended reading skills across Cycles 1 and 2.Students' extended writing skills across Cycles 1 and 2.



Mathematics	<ul style="list-style-type: none">Students' achievement in mathematics is good overall. In lessons, the majority of children in KG and students in Cycle 1 make better than expected progress over time, and a large majority of students in Cycle 2 make better than expected progress over time.Internal data indicates outstanding attainment throughout the school. This does not match with what is seen in lessons or their work, where the majority of students attain above curriculum standards throughout the school. The 2023/24 IBT results indicate most students attain above expected levels in grades 3, 4,5 and 6.In KG, the majority of children count to 20 and compare quantities. They need guidance in identifying preceding numbers. In Cycle 1, students develop foundational numeracy skills, recognise place value, and understand the four mathematical operations. They apply these skills to solve simple real-life word problems. A few students are capable of solving more complex problems. In Cycle 2, students develop a deeper understanding of mathematical concepts and engage in more abstract thinking. By Grade 6, they solve simple algebraic equations. A few students are able to solve multi-step problems requiring logical reasoning and connections between different concepts.Overall, the majority of all groups of students make similar rates of progress. Higher attaining students are challenged particularly in Cycle 2, which accelerates their progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' understanding of number sense and place value enabling them to perform calculations accurately in Cycle 1 and 2.Students' deeper understanding of mathematical concepts and engagement in abstract thinking, particularly in Cycle 2.	<ul style="list-style-type: none">Children's ability to identify preceding numbers within a sequence in KG.Students' ability to solve multi-step problems and use their logical reasoning skills particularly in Cycles 1 and 2.



Science	<ul style="list-style-type: none">Students' achievement in science is good overall. Children and students make good progress in KG and Cycle 1 and very good progress over time in Cycle 2. This is reflected in lessons and in their work.Internal assessment data indicates outstanding attainment. This does not match with what is seen in lessons and their work, where the majority of students in all cycles attain above curriculum standards. Grades 3 to 6 students' attainment in 2024 IBT indicate all students attain above average. TIMSS (2023) data for Grade 4 shows very good attainment.In KG, children can identify parts of the plants and identify healthy snacks. In Cycle 1, students understand earth rotation causing day and night and the four seasons. In Cycle 2, Grade 6 students can differentiate plant and animal cells by examining them under the microscope. Students' investigative skills are less well developed throughout the school. Their ability to develop higher-order thinking skills, enterprise and innovation is less secure.Overall, students make good progress. Higher attaining students do not always achieve their full potential, particularly in KG and Cycle 1.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' experimentation skills in Cycle 2.Students' understanding of basic scientific concepts and their application to real life in Cycle 1 and 2.	<ul style="list-style-type: none">Students' investigative skills throughout the school.Students' enterprise and innovation in conducting independent experiments in Cycles 1 and 2.



Other subjects

- Students' achievement in other subjects is good overall. Achievement is higher in Cycle 2 particularly in Computers, Creative, Design Innovation (CCDI). In lessons, the majority of students across all cycles make better than expected progress over time.
- There is no external assessment data for other subjects. Internal data indicates students' attainment is outstanding. This does not match with what is seen in lessons or their work, where most students attain in line with curriculum expectations in KG, Cycles 1 and 2.
- In art, KG children use dough or drawing programs on tablets to express their ideas. In Cycle 1, students explore landscape drawing, and their drawings are increasingly representative and detailed. In physical education (PE), students develop physical fitness. KG children perform forward rolls in gymnastics. Older students execute different passes and shots in basketball with increasing accuracy. In CCDI in Cycle 2, students complete collaborative projects to explore electrical circuits, coding and robotics. Students' technological skills are less well developed in Cycle 1. In music, students enjoy singing and explore rhythm and musical notation. Their ability to explore musical genres and to compose music are limited. There is an enriching activities programme that further supports learning and development across the arts and PE.
- Overall, different student groups make similar rates of progress. Boys typically make better progress in PE than girls while girls display higher levels of creativity in art.

Areas of Strength

- Students' exploratory skills relating to electrical circuits, coding and robotics in Cycle 2
- Students' musical notation and rhythmic skills throughout the school.

Areas for Improvement

- Students' technological skills in Cycle 1.
- Students' skills in composing and performing music across a range of genres in lessons in all cycles.



Learning Skills

- Students' learning skills are good overall. Students across the school are very keen and have positive attitudes towards learning. Students in Cycle 2 take responsibility for their learning and know their strengths and weaknesses, particularly in mathematics and science.
- Most students work productively in groups to complete tasks. In KG, children collaborate well when engaged in play and practical activities involving sounds and letters. Across all cycles, students communicate well, listen to their peers, exchange points of views during discussions and share their learning in lessons particularly in Cycle 2. Students make meaningful connections with the real world, particularly in KG and Cycle 1. They regularly make links between subjects and their everyday experiences in science in Cycle 2.
- There are insufficient opportunities for students to engage in enterprise and entrepreneurial activities in lessons. Critical thinking, research the school. In mathematics, science and English in Cycle 2, students discuss scenarios related to sustainability, problem, solve fractions in Cycle 2 mathematics and investigate scientific procedures as they explore plant cells.
- The use of learning technologies is strongest in Cycle 2 as students investigate coding, develop syntax commands for robotics and undertake basic research in English. In science, students research cell structure and compare it with samples. In mathematics, students use technology to support learning through researching mathematical facts, applying and practicing number solutions and clarifying formulae.

Areas of Strength

- Students' enjoyment and engagement in their learning across all cycles.
- Students' interactions, collaboration and communication skills particularly in Cycle 2.

Areas for Improvement

- Students' enterprise and innovation across all cycles, particularly in Cycle 1.
- Students' critical thinking, research, and enquiry skills across all subjects and cycles.



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Very Good	Very good	Very Good	N/A
<ul style="list-style-type: none">Students' personal and social development is very good overall. Students display positive and responsible attitudes to learning and respond well to verbal feedback. Older students are more self-reliant. Students' exemplary behaviour in lessons and throughout the school creates a calm and harmonious learning environment that enables students to thrive. Incidents of bullying are extremely rare.Relationships among students and staff are very respectful. Students demonstrate sensitivity and empathy and willingly help others. Older students act as positive role models and support their younger peers particularly in assemblies.Students demonstrate a very secure understanding of safe and healthy living. They usually make appropriate choices about their own health and safety. They understand Wadeema's law and children's rights. Students bring healthy foods for their lunch and participate in awareness campaigns to promote health and wellbeing such as the Gennoe research project. These are collaborative projects with Dettol to promote personal hygiene and world diabetes day. Students respond well to interventions to improve their health and fitness, and the school's obesity rate has dropped from 16% to 10% as a result.Attendance is very good at 96%. There are a number of students who arrive late at the start of the school day.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	N/A



- Students apply Islamic values in their day-to-day lives and have a secure understanding of how these influence UAE society. Students recite verses from the Holy Qur'an daily in assemblies and celebrate various Islamic events such as the Holy month of Ramadan and Prophet Muhammad's (PBUH) birthday. Students participate in the Holy Qur'an competition arranged with other local schools and have enjoyed a visit to the Islamic Museum in Sharjah.
- Students are knowledgeable and very respectful of the traditions and heritage of the UAE. They celebrate numerous cultural activities. Students enjoy field trips and visiting national parks and museums across various Emirates.
- Students have a secure understanding and appreciation of their own and other world cultures. They participate in international culture day where they wear different costumes, try various food cuisines and listen to different music genres. Ajman university students visit students in Cycle 2 to share information about other countries' history and culture.

Social responsibility and innovation skills	Good	Good	Good	N/A
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- Students understand their responsibilities as members of the school community, and some take on key roles as part of the scouts, the Red Crescent team and the broadcasting team. Students are also involved in volunteer programmes that benefit the local and wider community such as donation drives, visits to nursing homes and distributing meals and water to labourers.
- Students consistently demonstrate very positive work ethics. The school council is active in supporting school events. Students from grade 4-6 engage in Science, Technology, Engineering and Mathematics (STEM) projects such as making Ferris wheels and hydraulic bridges. Students engage in competitions and extracurricular clubs that support innovation and creativity such as science fairs and robotics contests. The opportunities for students to demonstrate innovation are infrequent in lessons as are opportunities for enterprise and entrepreneurship.
- Students take care of their surroundings and are aware of key environmental issues. Some students participate in sustainability initiatives such as gardening within the school and planting projects with the ministry of the environment.

Areas of Strength:

- Students' exemplary behaviour and relationships promoting a positive learning culture, respect, kindness and empathy across the school.
- Students' understanding and appreciation of Islamic values and Emirati culture across all cycles.



Areas for Improvement:

- Students' development of innovation skills and creativity, particularly within lessons across subjects and cycles.
- Students' enterprise and entrepreneurial skills as well as initiating and managing their own projects across all cycles.

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	Good	Good	Good	N/A

- The overall quality of teaching and assessment is good. Most teachers consistently apply their knowledge of their subject and understand how students learn them. In Cycle 2, teachers use a range of strategies to engage and challenge students. However, in English and other subjects they do not always use this knowledge effectively to provide appropriate support and differentiation.
- Teachers plan detailed lessons that are aligned with curriculum standards and address the needs of the large majority of students, particularly in science and mathematics in Cycle 2. The detail in these plans is not always translated into appropriately targeted support for learning, particularly for higher and lower attaining students across subjects. Teaching is not as consistently effective in English in the boys' section and in other subjects.
- Teachers' and students' interactions are positive and ensure students are engaged in lessons. Teachers use questioning appropriately to check and correct students' understanding across phases. Dialogue is largely used consistently for developing students' thinking skills and encouraging discussions.
- In Cycles 1 and 2, teachers generally promote students' critical thinking and problem-solving although do not always encourage independent learning in lessons particularly in KG and Cycle 1.



Assessment	Good	Good	Good	N/A
<ul style="list-style-type: none">The school's assessment processes align with the MOE curriculum using various types of assessments such as diagnostic, formative, and benchmarking to assess students' learning. These provide suitable measurements of attainment and progress of individuals and groups. Diagnostic tests are conducted at the beginning of each semester in the key subjects to measure students' progress and identify lower and higher attaining students. Students take formative and summative assessments before final examinations. The school benchmarks students' attainment externally using IBT, TIMSS, and TALA. This provides appropriate measures of students' performance.Students' results in international examinations are analysed and discussed in departmental meetings and are taken into consideration in curriculum design and lesson planning. The benchmarking informs middle leaders about students' levels of performance in various subject areas. IBT and TALA questions are incorporated into lessons in Cycle 2. The analysis of assessment data about the progress of individuals and groups of students is insufficient. Teachers do not consistently use assessment information in class to identify learning gaps and to support low attainers or challenge high attainers. The needs of SEN students are not fully met. The use of assessment information to precisely cater for students' abilities and needs is inconsistent across subjects.Most teachers have a reasonable understanding of students' strengths and weaknesses, providing some support and feedback. They encourage students to share their learning within groups and with the class. Marking is inconsistent and does not sufficiently provide students with clear next steps to improve. Some teachers appropriately use peer and self-assessment strategies particularly in social studies.				
Areas of Strength:				
<ul style="list-style-type: none">Teachers' and students' positive interactions which underpin students' engagement in learning across the school. The internal assessment processes which are cohesive and effectively linked to the curriculum particularly in Cycle 2.				
Areas for Improvement:				
<ul style="list-style-type: none">Teachers' effective use of assessment information to inform their planning and practice in meeting all students' needs and providing the right level of challenge across all cycles.The consistency and quality of teachers' constructive written feedback to help students improve their work across all cycles.				



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good	Good	N/A
<ul style="list-style-type: none">The quality of the curriculum is good overall. It has a clear rationale based on the MOE requirements and is compliant with UAE statutory requirements. The curriculum is age-appropriate, broad, balanced, and constructed so that it builds on students' understanding. It meets the needs of most students and prepares them for the next phase of their education.The curriculum offers students ample choice. Cross-curricular links are embedded in the planning and implemented particularly through the KG curriculum where the homeroom model supports children's skills development. The limited interdisciplinary approach in Cycle 1 does not sufficiently enhance learning. Cycle 2 practices support the cross-curricular links as they explore topics more widely and enable students to transfer their learning between subjects particularly in mathematics and science.The academic and personal needs of different groups of students are broadly met in the curricular planning for all subjects. There are currently no systematic and regular curriculum reviews and curriculum modifications are inconsistently applied to ensure all students achieve their full potential.				
Curriculum adaptation	Good	Good	Good	N/A
<ul style="list-style-type: none">The school makes some adaptations though has yet to formally and regularly modify the curriculum to more effectively meet the needs and abilities of all students. Data-driven curriculum modifications specifically to cater for students with SEN and G&T students are not integrated systematically into planning. The consistency of modifications and delivery of these adaptations in lessons across all subjects and cycles varies although they are stronger in Cycle 2 in mathematics and science.				



- The curriculum is modified to include some opportunities for enterprise, innovation, creativity and social contribution. For example, in Cycle 2, students are enterprising and innovative in developing code and program micro-controllers. Their involvement in extracurricular clubs such as science fairs and robotic contests enhances their academic and personal development. More generally, creativity, innovation and enterprise skills are not sufficiently well promoted in core lessons.
- The curriculum systematically develops students' knowledge and understanding of Islamic and Emirati culture and UAE society. These are integrated into all aspects of students' life from lesson planning to school assemblies as well as sustainability and charitable activities. Various subjects, including Islamic education and English, regularly link content to UAE aspects such as culture, geography and weather and climate in KG and Cycle 1.

Areas of Strength:

- The curriculum's breadth and balance that promotes students' engagement and prepares them well for the next phase of education.
- The curriculum support and integrated learning experiences that enable students' deep knowledge and understanding of Islamic and Emirati culture and UAE society across all cycles.

Areas for Improvement:

- The consistency of review and modification of the curriculum across all subjects to fully meet the specific needs of all students, including those with SEN and G&T.
- The modification of the curriculum to provide more opportunities for students to develop their enterprise, innovation and creativity in lessons across all cycles.



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

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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	N/A

- The protection, care, guidance and support of students are good overall. The school has effective safeguarding and child protection measures. The policy aligns with the MoE policy and the school's vision and is shared with parents, staff, and teachers. Teachers complete online training, and students attend workshops on child protection, anti-bullying, and cyberbullying. The SEN specialist and social worker are trained on Wadeema Law.
- Health and safety procedures ensure a safe, clean, and secure environment. The school undertakes thorough risk assessments for the building and has recently added risk assessments for trips although risk assessments for events are not yet in place Supervision is provided in hallways, playgrounds, toilets, buses, and during dismissal. Safety measures during the visit include installing seat belts on three buses. The school maintains visitor and incident logs, pest control, water tank cleaning, and waste disposal is taken care of through Wekaya. Fire drills are conducted three times a year, and fire equipment is regularly inspected. The school building is well-maintained, with ventilated classrooms and fireproof-shaded playgrounds, The concrete surface in the playground is unsuitable for PE. There are four accessible bathrooms although these do not fully meet policy standards and there is no lift. There are two full-time nurses and a doctor handling first aid, student check-ups, and vaccinations. Medication and chemicals are not consistently stored in closed cabinets and are sometimes accessible to children.
- The school effectively promotes students' well-being and healthy lifestyles. Annual BMI assessments show a decline in obesity rates to 10.99%, with interventions such as weight tracking, healthy eating workshops, physical activity encouragement and restricted unhealthy food options. PE teachers provide tailored exercises for obese students. Health awareness is reinforced through medical workshops on hygiene and dental care. Students'



wellbeing is further supported by an open-door policy with the social worker where students are encouraged to talk about any concerns they have. There is a wide range of extracurricular activities and sports events that meet students' aspirations.

Care and support	Good	Good	Good	N/A
<ul style="list-style-type: none">The school promotes a respectful and supportive environment where teachers and students have strong, positive relationships. Students treat each other with kindness which contributes to an inclusive and supportive environment. Clear behaviour expectations are reinforced, and both students and parents are keenly aware of the school's policies as reflected in students' exemplary behaviour.The school has robust protocols to monitor and track students' attendance. These systems are effectively implemented ensuring thorough follow-up on unauthorised absences and lateness. The very good attendance rates reflect the impact of these measures. Systems to monitor punctuality are developing.The school has a process for identifying students with SEN, although the identification is informal and begins in the first month of the school year through teacher observations followed by assessments to determine areas of support. Parents are informed and requested to bring in a medical report from a professional. They often decline formal assessments while accepting support inside and outside the school. G&T students are identified based on talents primarily through observation rather than standardised tests or specific criteria.Students with SEN receive in-class support and pull-out sessions in the resource room. Individual education plans (IEPs) are developed and shared with teachers and parents. Teachers in lessons do not accurately track targets for students with SEN. G&T students actively participate in clubs and competitions and are challenged with higher-order thinking activities such as IBT and TIMSS questions.The care and guidance provided by the school counsellor to support the wellbeing and personal development of students is highly effective. Grade 6 students receive helpful guidance when transitioning to Grade 7, including information about different school curriculum options. KG children moving to Grade 1 are introduced to their new environment through school tours ensuring a smooth and positive transition.				
Areas of Strength:				
<ul style="list-style-type: none">The respectful and strong positive relationships which contribute to an inclusive, supportive environment for learning.The school's effective support to students' wellbeing and healthy lifestyles across all cycles.				



Areas for Improvement:

- The school's rigorous and consistent monitoring of health and safety processes including risk assessments and proper storage of all chemicals and medications.
- The identification processes for G&T students and support systems for students with SEN and the tracking of their progress in lessons across the school.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- The highly involved principal sets a clear direction and promotes a vision that is shared by the whole school community. There is a clear commitment to the UAE priorities, particularly wellbeing and happiness, the impact of which shows on students' outstanding behaviour and relationships. Senior leaders ensure that all staff and students feel included and have a sense of belonging. The pastoral care system helps create a caring ethos where every student feels safe.
- Relationships are positive and professional, and staff morale is high. The principal has identified establishing stronger national and international partnerships to deepen students understanding of the national priorities and vision. Senior leaders demonstrate strong capacity to improve the school. The high turnover of teachers, currently at 30% and inconsistencies in the effectiveness of middle leadership impact on the pace of the school's improvement journey to very good. Senior leaders ensure that the school is compliant with statutory requirements.

Self-evaluation and improvement planning

Good

- All staff actively participate in the self-evaluation process (SEF) through committees resulting in a good understanding of the school's strengths and improvement areas. The SEF considers valid sources of evidence including internal data, parental input and teachers'



feedback and observations. Judgements generally align with the UAE School Inspection Framework although they are sometimes inflated because leaders are focused on provision rather than on students' outcomes. The school improvement plan pinpoints areas for improvement and outlines targets and suitable strategies. The success criteria are insufficiently focused on students' outcomes. Systematic monitoring and subsequent support for teaching and assessment is resulting in some improvements over time particularly in students' achievement in mathematics and science in Cycle 2 and attainment in social studies across all cycles.

Partnerships with parents and the community

Very Good

- Parents are very supportive of the school community, confirming they are well informed and that communication channels with leaders and teachers are consistent. Parents receive regular feedback from teachers about their children's progress including students with SEN. Parents take part in national celebrations, events and assemblies where they discuss various topics with the students such as kindness and healthy living practices. Parents join their children on field trips such as the visit to Sharjah Zoo in KG. Senior leaders have established international partnerships collaborating with schools in Jordan to share best practices.
- The school has also partnered with five schools in Sharjah coordinating activities to engage students in competitions, basketball games and musical events. This is having a significant impact on students' personal development particularly their confidence and involvement in the wider community.

Governance

Good

- The governing board is aware of the school's vision and direction and a few members are graduates of the school. The board includes highly experienced members in education including a data analyst and a school principal. The board has representation from all stakeholders including parents, teachers and a student from Grade 6. Through regular meetings governors check parental views. Governors have suggested support classes to help some students improve their English language although the board has not yet improved the aspects of the premises that are still unsuitable for PE. The board monitors the school through regular visits. They have not yet developed a clear policy that holds senior leaders accountable for the school's performance. Governors do not hold fully accurate views about the school's effectiveness in line with the UAE School Inspection Framework and are unclear about the next steps to improve the school.



Management, staffing, facilities and resources	Good
<ul style="list-style-type: none">Most aspects of the day-to-day management are well organised and ensure that the school provides a calm and welcoming learning environment. The school is staffed appropriately, enabling the fulfilment of its vision and mission. All staff benefit from regular professional development closely matched to the school's priorities. There is a range of specialist facilities in science, art, music and CCDI. There are outdoor areas, soccer facilities and an auditorium to promote students' physical skills and talents. The concrete surface in the playground is unsuitable for PE. Other subjects are not sufficiently well-resourced to support students' creativity and imagination particularly art and music.	
Areas of Strength:	
<ul style="list-style-type: none">The pastoral care system which underpins the positive and supportive learning culture in which student's behaviour is exemplary across all cycles.The very effective partnerships with parents and the community.	
Areas for Improvement:	
<ul style="list-style-type: none">The training and development of middle leaders in monitoring teaching and learning which focuses on how effectively new and proven teaching pedagogies impact on students' achievement across all cycles.The quality, quantity and availability of resources to enhance students' creativity and imagination particularly in music and art.	



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 12 teachers for Arabic with a teacher to student ratio of 1:150.
- The library has 2,800 Arabic books, of which 2,000 are fiction and 800 are non-fiction and an additional 150 Arabic books in the KG library.
- There are timetabled reading sessions for each class to enhance students' reading skills. Students borrow books and have access to the digital library of the Ministry of Education. Students use Abjadyat and Alef platforms to read and summarise books. In classrooms, students engage in a variety of reading activities.
- The school organises a range of reading competitions and activities for students and their parents to enhance reading such as the Reading Challenge competition and the Reading Expo in Dubai. Students are supported by their parents in discussing their reading assignments at home.

The school's use of external benchmarking data

- The school benchmarks students' attainment against international examinations. 38% of Grade 4 students participated in 2023/24 TIMSS. 99.8% participated in 23/24 IBT, while only 52% in grades 3 and 5 sat for the 24/25 IBT examination. 100% of students from grades 3 to 6 sat the 24/25 TALA examination.
- Teachers receive training on examination usage, question formulation and planning and they incorporate IBT and TIMSS questions into curriculum planning. Teachers use TIMSS examination questions to challenge higher attaining students or to assess students' learning through exit tickets. Students are given practice booklets as homework.
- Parents' and students' awareness about international examinations' requirements are enhanced through regular meetings with teachers.
- When the results of examinations are released the school sends parents a link to access their children's results. Parents receive tutorials on how to access the online system.

Provision for KG

- There are 498 children in KG and 27 teachers and 11 teaching assistants. The teacher to child ratio is 1:18. KG teachers teach a range of subjects includingg, Arabic, Islamic education, social studies, mathematics, science, technology and art. Specialist teachers teach English, sports and music.
- The indoor provision includes 20 classrooms. There are some resources available in classes to support learning such as blocks, playdough and plastic animals. There is an activity room

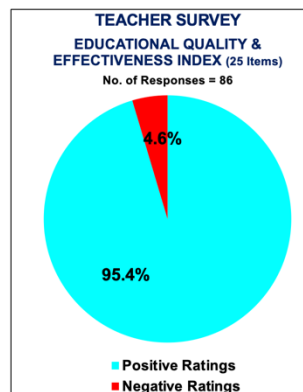
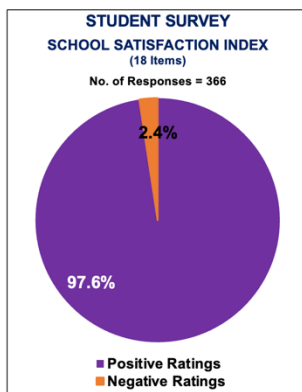
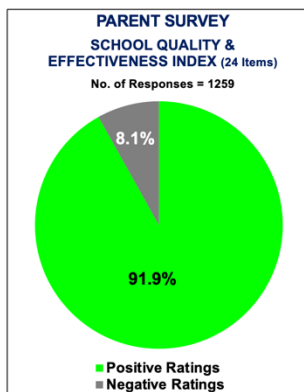


containing fixed physical play and role-play equipment. Children access the music room, heritage room, library and laboratory of the main school.

- There is a large outdoor area used for sports, break times and assemblies. There is a second outdoor area with fixed play equipment, a sand pit and a gardening area.
- When children start school, they attend with their parents, meet their teachers and become familiar with the school environment. The school shares information regarding school policies and the curriculum. The KG department prepares children emotionally and academically for their transition to Grade 1 and ensures curriculum alignment. Children tour Grade 1 classes and meet their new teachers. At the start of the term, KG teachers spend time with Grade1 classes to help children settle.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' attainment to become very good or better by:
 - strengthening students' higher order thinking and word problem-solving skills to enhance their ability to solve complex operations through regular practice.
 - enhancing students' extended writing using accurate and correct grammar in Arabic and English.
 - extending students' scientific inquiry and problem-solving skills.
 - developing students' innovation and enterprise in lessons particularly in Cycle 1.
 - developing students' creativity, imagination and independent learning particularly in other subjects.
- Improve teaching and the use of assessment by:
 - ensuring teachers consistently plan well-differentiated work to meet the needs of all students, especially lower and higher attainers and the G&T students.
 - planning regular opportunities for students to develop their enquiry, research, and innovation skills.
 - ensuring reliable assessment data is used effectively to monitor and track students' progress both individually and as groups especially students with SEN and G&T students.
 - building on and extending students' self and peer evaluations to help them identify their strengths and improvement steps independently.
 - strengthening the process of identification and support for students with SEN and G&T students.
- Improve the effectiveness of leadership to at least very good by:
 - enhancing the professional development program through sharing the best practices across all cycles and extending senior' and middle leaders' skills.
 - ensuring the effective deployment of appropriately skilled middle leaders to support the further raising of students' attainment.
 - enhancing the monitoring of teaching and learning processes and tools to focus precisely on the impact of teaching on students' outcomes.
 - providing more subject-specific resources for hands-on learning particularly in other subjects, especially music and art.
 - ensuring all educational leaders are aware of best practices in teaching, learning and assessment.
 - rigorously monitoring the impact of all the initiatives in the school on students' outcomes.



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

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

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

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