



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

AL ULLA PRIVATE SCHOOL

27 to 30 January 2025

Overall
Effectiveness
Rating:
ACCEPTABLE

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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6: Leadership and management, comprising:

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

Judgements

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

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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	128
	School location	Al Azra, Sharjah
	Establishment date	1997
	Language of instruction	Arabic
	School Curriculum	Ministry of Education (MoE)
	Accreditation body	N/A
	Examination Board	MoE
	External Assessments International and Curriculum Benchmark Assessments	International Benchmarking Test (IBT) Tests of Arabic Language Arts (TALA)
Staff	Fee Range	From AED 6,000 to AED 12,000
	Principal	Ehab Taha
	Chair of board of governors	Ahmad Thabet
	Total number of teachers	60
	Total number of teaching assistants	0
	Turnover rate	21.6%
Students	Teacher: student ratio	1:18
	Total number of students	1,055
	Total number of students per cycle/phase	Cycle 1: 323 Cycle 2: 462 Cycle 3: 270
	Pre-KG: number and gender	Boys: 0 Girls: 0
	KG: number and gender	Boys: 0 Girls: 0
	Primary: number and gender	Boys: 164 Girls: 159
	Middle: number and gender	Boys: 234 Girls: 228
	High: number and gender	Boys: 58 Girls: 212
	Total number of Emirati students	5
	Pre-KG: Emirati number and gender	Boys: 0 Girls: 0
	KG: Emirati number and gender	Boys: 0 Girls: 0
	Cycle 1 Emirati number and gender	Boys: 1 Girls: 1
	Cycle 2: Emirati number and gender	Boys: 0 Girls: 2
	Cycle 3: Emirati number and gender	Boys: 0 Girls: 1
	Nationality groups (largest first)	1. Syrian
		2. Egyptian
	Total number of students with special educational needs	3

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PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 127 lesson observations, 35 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the same rating as the previous review. Students' achievements are acceptable, except in Cycle 3 where achievement is good in Arabic, Islamic education, social studies, mathematics and learning skills. Across the school, students' personal development and understanding of Islamic values and UAE culture remain good. Students' social responsibility and innovation skills remain acceptable overall and good in Cycle 3. Teaching and assessment are acceptable in Cycles 1 and 2, and good in Cycle 3. The curriculum remains acceptable across the school. The protection, care, guidance and support for all children and students is overall acceptable. Leadership, governance and staffing, and facilities and resources remain acceptable. Partnerships with parents and the community is good.

KEY AREAS OF STRENGTH:

- Students' achievements in Cycle 3 in mathematics, Islamic education, Arabic, and social studies.
- Students' personal and social development.
- Students' understanding of Islamic values and awareness of Emirati cultures.
- The positive relationships with parents.

KEY AREAS FOR IMPROVEMENT:

- Students' achievements across all subjects in Cycles 1 and 2.
- The quality of teaching and learning in Cycle 1 and 2 to raise standards to at least good.
- Support and challenge for all groups of students in their lessons, including students with special educational needs (SEN) and Gifted and Talented students (G&T) across all cycles.

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- Leaders' effective management of the school's maintenance and risk-assessment, including arrangements for fire drills.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.

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

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Islamic Education

- Students' achievement in Islamic education is acceptable in Cycles, 1 and 2 and good in Cycle 3. Lesson observations and students' work show progress over time is acceptable in Cycles 1 and 2 and good in Cycle 3. This does not match the school's judgements of good progress across all cycles.
- There are no external benchmark assessments in Islamic education. Internal assessment data indicates outstanding attainment across all cycles. This was not observed during the review, where most students demonstrate levels that are in line with curriculum expectations in Cycles 1 and 2. The majority of Cycle 3 students achieve above curriculum expectations.
- In Cycle 1, students demonstrate understanding of the etiquette of using means of transportation in Islam and applying it in their daily life. They understand and analyse the Holy Qur'an verses and the Noble Hadeeth and extract the main values conveyed. Their skill in reciting verses of the Holy Qur'an correctly using Tajweed rules is underdeveloped. In Cycle 2, students demonstrate understanding and appreciation of Islamic values and their impact on individuals and society. They understand societal cohesion and its impact on individuals and society. Their understanding of the importance of compliance to etiquettes of Islam is less developed. In Cycle 3, students analyse and identify social problems in Islam and connect them with modern life. They demonstrate understanding of the importance of family to Islam and show keenness on the cohesion of the family and society. Their ability to support their views on Islamic issues with evidence from the Holy Qur'an and the Noble Hadeeth is underdeveloped.
- Most groups make at least expected progress although low-attaining students make less progress than other students

Areas of Strength

- Students' ability to understand and analyse the Holy Qur'an verses and Noble Hadeeth in Cycle 1.
- Students' analytical skills in identifying social problems in Islam and connecting them with modern life in Cycle 3.

Areas for Improvement

- Students' skill in reciting verses of the Holy Qur'an correctly using Tajweed rules in Cycle 1.
- Students' understanding of the importance of compliance to etiquettes of Islam in Cycle 2.
- Students' ability to support their views on Islamic issues with evidence from the Holy Qur'an and the Noble Hadeeth in Cycle 3.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic as First Language (AFL) is acceptable. The school's internal data shows that students make very good progress in Cycles 1, 2 and 3. This does not match what is seen in lessons and in students' work where most students make expected progress over time in Cycles 1 and 2 and the majority make better than expected progress in Cycle 3.The school's internal data shows that attainment is outstanding across all cycles. This does not match the previous year's TALA results which show acceptable attainment in Cycles 1 and 2 and good attainment in Cycle 3. Students did not participate in the Mubakkir examination in the previous year.Most students make acceptable progress overall. Students in Cycle 1 identify the main ideas in age-appropriate text. They infer meaning of new vocabulary in reading texts and use them in sentences. Their deep understanding of basic grammar and its application in speaking and writing is underdeveloped. In Cycle 2, students analyse poetic texts to identify the artistic images and evaluate the poet's views. Their ability to read aloud accurately is less developed. In Cycle 3, students participate in discussions and debates on familiar topics using correct language structures and standard Arabic. Their extended writing skills are underdeveloped.All groups make at least expected progress overall although high-attaining students make less progress than other students.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' analysis of age-appropriate informative texts in Cycle 1.Student's analysis of poetic texts in Cycle 2.Students' use of correct language structures and standard Arabic in debates in Cycle 3.	<ul style="list-style-type: none">Students' deep understanding of basic grammar and its accurate use in speaking and writing in Cycle 1.Students' accurate reading skills in Cycle 2.Students' extended writing skill, in Cycle 3.



Social Studies	<ul style="list-style-type: none"> Students' overall achievement in social studies is acceptable in all cycles. Lesson observations and students' work show progress over time in Cycles 1 and 2 is acceptable and good in Cycle 3. This does not match the school data which shows good progress across all cycles. There are no external benchmark assessments in social studies. Internal assessment data indicates outstanding attainment across all cycles. This was not observed during the review where most students demonstrate levels that are in line with curriculum expectations in Cycle 1 and 2 and the majority achieve above in Cycle 3. In Cycle 1, students demonstrate understanding of sources of alternative and renewable energy. They show understanding of sustainability and how to promote it. Their deep understanding of basic geographical concepts is underdeveloped. In Cycle 2, students read geographical maps, locate features, and calculate population density. Their understanding of the importance of the geographical location of UAE and its impact on the development of its economy is less developed. In Cycle 3, students understand the impact of over-population on society and resources. They infer the effect of applying social justice to the stability of individuals and society in UAE. Their inquiry skills in identifying social problems and suggesting appropriate solutions is limited. All groups make at least expected progress although low-attaining students make less progress than their peers. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' understanding of sustainability in Cycle 1. Students' ability to identify the impact of over-population on society in Cycle 3. 	<ul style="list-style-type: none"> Students' deep understanding of the basic geographical concepts in Cycle 1. Students' analytical skills in linking UAE geographical location to the development of its economy in Cycle 2. Students' inquiry skills in identifying social problems and suggesting appropriate solutions for them, in Cycle 3.



English	<ul style="list-style-type: none"> Students' achievements in English are acceptable overall. Internal assessment data demonstrates that students are making outstanding progress across all grades. This is not reflected in lessons and their recent work where most students are making expected progress over time. The school's internal data shows outstanding attainment in all cycles. This does not match that seen in lessons or in students' work or the external IBT October 2024 results which shows that most students attain in line with national average with a few slightly above or below. Most students across all cycles make expected progress. In Cycle 1, students enter with few English language skills. They learn to match letters with the sounds that they make through rhymes and action songs and start matching short 3 letter words to pictures and use them to form simple sentences. In Cycle 2, students develop their reading and comprehension skills and begin to analyse texts. By Grade 8, students use their developing speaking skills to share their understanding of several information texts and topics with the class group using persuasive language. Students' ability to link their learning to real life situations is underdeveloped. In Cycle 3, students further develop analytical skills. For example, students research alternatives to gas energy supply and debate its impact on the UAE. Across all phases, students' speaking skills are more advanced than their writing skills. Most groups of students make expected progress and groups of students in Cycle 3 make better progress. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' speaking skills across all cycles. Students' use of persuasive language during debates in Cycle 3. 	<ul style="list-style-type: none"> Students' reading skills in Cycle 1. Students' ability to connect their learning to real-life contexts in Cycle 2. Students' writing skills across all cycles.



Mathematics	<ul style="list-style-type: none"> Students' achievement in mathematics is acceptable in Cycles 1 and 2 and good in Cycle 3. In lessons and in their work, students make expected progress over time. In Cycle 3, the majority of students make better than expected progress. The school's internal assessment data indicates outstanding attainment in Cycles 1, 2 and 3. This does not match external IBT benchmarking October 2024 results which shows weak attainment in Grades 3 and 5, good attainment in Grade 7 and very good in Grade 9. National MoE examination results in Grade 12 are outstanding. This is not observed in lesson and in students' work where most students attain in line with curriculum standards. In Cycle 1, students apply arithmetical operations in different forms. They distinguish between tens and units, explain addition and subtraction, and find the relationship between operations, for example, the relationship between plus and minus. They read, write, and compare numbers using place value. In Cycle 2, students find the greatest common divisor and the least common multiple of 2 numbers. Students perform arithmetic operations on algebraic expressions, solve 2-step linear equations and represent them graphically. In Cycle 3, students use algebraic equations for circles to find the sector and portion areas, differentiate between specific relations in tangents of circles and use them in solving problems. Across all cycles students' mathematical reasoning skills, ability to explain their answers and their linking mathematical learning to real-life situations is underdeveloped. Overall, students with higher abilities are not challenged sufficiently well to reach their full potential. There are no differences in the rates of progress between boys and girls. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' understanding of arithmetic operations in Cycle 1. Students' use of algebraic equations in Cycle 3. 	<ul style="list-style-type: none"> Students' mathematical reasoning skills to support them to tackle more challenging tasks across all cycles. Students' ability to provide explanations for their answers throughout the school. Students' ability to link mathematical learning to real life situations across all cycles.



Science

- Students' achievement in science is acceptable overall. Most students make the expected progress over time in lessons and in their work. This does not match the school's internal data which shows most students across all cycles make outstanding progress.
- Attainment is acceptable overall. The school's internal data indicates that attainment is outstanding across the school. External IBT benchmarking examination data from October 2024 is acceptable for Grade 3, good for Grades 5 and 7 and very good for Grade 9, advanced stream. Grade 12 National MoE examination results are outstanding. This is not observed in lessons and in students' work where most students attain in line with curriculum standards.
- Most students in Grade 2 observe and classify living and non-living organisms and Grade 4 students demonstrate emerging practical skills in investigating mixtures and solutions and high attainers can explain their observation. In Cycle 2, most Grade 7 students define and differentiate between vertebrate and invertebrate animals; Grade 8 students analyse healthy and unhealthy food habits and their impact on human health. Cycle 1 and 2 students' ability to independently conduct investigation and make predications following the scientific method is underdeveloped. In Cycle 3, most students in Grade 11 demonstrate practical skills in extracting DNA from fruits samples. They show their understanding of electrical capacity and link it to UAE efforts in sustainability and electrical energy transference. Across the school, most students' scientific writing is not well developed. In Cycle 3, students' ability to use critical analysis skills, and connect results to practical and real-life applications is at an early stage of development.
- Most groups of students make the expected progress across the school. High attainers are not sufficiently well challenged to achieve their potential.

Areas of Strength

- Students' knowledge of physical and life sciences across the school.
- Students' understanding and scientific thinking by the end of Cycle 3.

Areas for Improvement

- Students' ability to independently conduct investigation and make predications following the scientific method in Cycles 1 and 2.
- Students' scientific writing skills across all cycles.
- Students' skills in critical analysis and connecting results to practical and real-life applications in Cycle 3.



Other subjects

- Students' achievement in most other subjects is acceptable overall. In lessons and students' work, most students make expected progress over time in physical education (PE), art, computing and creative design and innovation (CCDI) across all cycles. In Cycle 3, students make better than expected progress in art.
- Internal assessment data indicates that most students attain above curriculum standards and expectations. This was not observed during the review. Most students meet expectations. There is no external assessment data for other subjects.
- In PE in Cycle 1 students develop their coordination and motor skills as they navigate through cones and jump over obstacles. Their ball handling skills are insufficient. In Cycle 2 and 3, girls develop their ball handling skills playing basketball, although dribbling skills are underdeveloped. Boys play football demonstrating precise, agile skills. In art, Cycle 1 students develop their motor skills as they use paper mosaics to decorate a mosque. As students' progress through Cycles 2 and 3, they learn more about the different artistic styles and develop their drawing skills. In CCDI, students develop their skills in using web applications such as computer aided design (CAD) packages to draw simple circuits in Cycle 1 and 3-Dimensional shapes as they go through Cycle 2. In Cycle 3, students develop their understanding of machine learning. Students' use of technical programming terminology is underdeveloped throughout the school.
- Overall, students with particular talents do not make the progress of which they are capable. In art, girls make better progress than boys.

Areas of Strength

- Boys' footballing skills in Cycles 2 and 3.

Areas for Improvement

- Students' ball handling skills in Cycle 1.
- Students' dribbling skills in basketball in Cycles 2 and 3.
- Students' use of technical programming terminology in CCDI across all cycles.



Learning Skills

- Students' learning skills are acceptable overall and good in Cycle 3. Most students across the school are keen to participate in lessons and enjoy sharing their ideas and opinions with others. In Cycle 1, students begin to work independently although most require teachers' support to stay on task. As students make progress through the school, they develop confidence and engage in self-directed learning for longer periods of time. In Cycle 3, most students take greater initiative in their learning. They understand what is expected of them and know what they must do to make progress.
- Most students in Cycles 1 and 2 can work in small groups. In the lower grades, they do not always understand how to cooperate as a team to complete a task. In most subjects, the student assigned to complete the worksheet often does so without consulting the group. As they progress through the school, students listen to and respect the views of others. Towards the end of Cycle 2, good learning skills are emerging in some classes. Cycle 3 students collaborate more effectively and team responsibilities for tasks are quickly agreed upon and then delegated. Students understand the objectives and often use technology to research and analyse information and presentations are usually a team effort.
- In Cycles 1 and 2, students learn about environmental matters such as the animals and plants that inhabit various climates. They explore energy sources and the recycling of resources. Only a few students consistently connect their learning to life in the UAE and the world around them. As they progress through school, students begin to form clearer connections. For instance, in Cycle 3, students studying the extraction of DNA relate their learning to the Emirati Genome Project,
- Students' critical thinking skills are more advanced in Cycle 3. They successfully gather evidence from various sources including textbooks, the library, and online information. Although access to digital technology is limited, students share personal devices within their groups, allowing them to collectively explore internet sources. In Grade 9 English, students used this approach to succinctly research for a debate. Innovation skills are underdeveloped across the school.

Areas of Strength

Areas for Improvement



	<ul style="list-style-type: none"> Students' positive attitude and interest in learning across all cycles. Students' independent learning skills in Cycle 3. 	<ul style="list-style-type: none"> Students' understanding of the link between their learning and real-life situations in Cycles 1 and 2. Students' critical thinking skills in Cycles 1 and 2. Students' innovation skills across all cycles.
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PERFORMANCE STANDARD 2:

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

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

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

- Across the school, students enjoy learning and display a positive attitude towards school life. Most understand the school's code of conduct. Incidents of bullying are rare and addressed promptly. Students comment that they feel safe and secure on the school campus.
- Relationships among students and staff are considerate and courteous which contributes to the overall welcoming ethos of the school. Older students are given the opportunity to fulfil leadership roles such as volunteering to assist and supervise younger students.
- Most students possess a solid understanding of the importance of safe and healthy living. Many engage in PE and enjoy physical activity. In Cycle 3, students research the link between good nutrition and conditions such as diabetes. They learn how this disease can be slowed or reversed through a healthy diet. A minority of students choose to bring unhealthy snacks to school yet they are consistently advised on how to make healthier choices.



- The attendance rate of 95% is good although a number of students arrive late each day. The transition between lessons is smooth and students arrive on time for their next class throughout the day.

Understanding of Islamic values and awareness of Emirati and world cultures	N/A	Good	Good	Good
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- Students have a good understanding of how Islamic values influence society in the UAE. They appreciate the significance of Al-Isra'a and Al-Mi'raj day. Students participate in competitions among classes for memorising and reciting the Holy Qur'an. Students show their appreciation of aspects of modernity and Islamic architecture in Sharjah as the Capital of Arab Culture.
- Students are knowledgeable about the heritage and cultural characteristics of the UAE. They participate in various cultural activities such as the National Day celebration at Al Sharjah university.
- Students demonstrate a good appreciation of their own culture through morning assemblies and heritage corners. They celebrate international culture day and their knowledge of other world cultures is developing.

Social responsibility and innovation skills	N/A	Acceptable	Acceptable	Good
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- Students willingly participate in activities that have a positive impact on the school and community such as involvement in volunteering teams, such as the Red Crescent and the students' council. These teams organise and participate in school activities, such as assisting with daily management during break times and the end of the day. Students also engage in community activities, including a visit to a home for the elderly and cleaning the environment in cooperation with the Community Volunteer Department.
- Students enjoy participating in school projects that promote innovation, although most are overly reliant on their teachers or a few students from Cycle 3 for ideas and direction. Across the school students' enterprise skills are not well developed and students rarely initiate projects.
- Students demonstrate a good understanding of the benefits of sustainability. Some participate in activities to promote sustainability and conservation within school, especially students in Cycle 3. Their participation in activities beyond the school is less well developed.

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Areas of Strength:

- Students' attendance across all cycles.
- Students' involvement in local volunteering activities.

Areas for Improvement:

- Students' willingness to choose healthy snacks across all cycles.
- Students' awareness and understanding of other world cultures.
- Students' enterprise and innovation skills, and their initiation of their own projects.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	N/A	Acceptable	Acceptable	Good

- Teaching for effective learning is acceptable overall and good in Cycle 3. Most teachers in core subjects possess a secure understanding of their subjects. Teachers in Cycles 1 and 2 do not have a consistent understanding of the individual learning needs of students and instruction is delivered for the whole class. General worksheets containing varying levels of questions are provided to all students. There is no support given to those who require additional help or greater challenge.
- Learning outcomes are not always clearly articulated and learning activities are not sufficiently personalised in teachers' planning. Most teachers in core subjects manage the pace of lessons effectively. Teachers appropriately use resources including learning technologies, especially in Cycle 3. Some classrooms are overcrowded and this restricts group interaction among students and classroom management particularly in Cycle 1.
- The relationship between students and teachers is positive and respectful. In Cycles 1 and 2, lessons are often teacher-led, and students tend to sit and listen rather than actively participate. The teachers' use of closed questions usually produces limited answers that do



not fully demonstrate the extent of students' understanding. In the better lessons, the teacher asks questions that encourage students to think more deeply about their responses.

- In Cycle 3, students are encouraged to develop critical-thinking skills and take greater responsibility for their own learning. They expand their understanding through self- and peer-assessment, research and debate. There are more opportunities for students to engage in problem-solving and innovation during science and mathematics lessons.

Assessment	N/A	Acceptable	Acceptable	Good
<ul style="list-style-type: none">• Assessment is acceptable overall and good in Cycle 3. The school has an internal assessment programme that is aligned to the school's curriculum. Initial baseline assessment enables the school to measure students' progress over time. The school uses the IBT to benchmark students' attainment in Arabic, English, mathematics, and science against international standards. Students' attainment in Arabic is benchmarked through TALA.• School leaders use assessment data to analyse students' performance and share it with subject leaders. This is not consistently employed to identify trends in students' attainment and to inform teaching and learning. Consequently, lesson planning remains general rather than tailored to specific students' needs. Overall, the analysis of the assessment data is too generous and does not align with the observed attainment and progress of students during lessons• Overall, teachers possess a reasonable understanding of each student's strengths and areas for improvement. In Cycle 2, some teachers provide oral feedback during lessons. In Cycle 3, assessment strategies become more rigorous and teachers offer both challenge and support. Students are consistently engaged in self- and peer-assessment. For example, in Cycle 3 chemistry lessons, students plan experiments and apply scientific methods to test and critically evaluate the results.				
Areas of Strength:				
<ul style="list-style-type: none">• Teachers' effective use of technology in Cycle 3.• Students' skills in research and debate in Cycle 3.				
Areas for Improvement:				
<ul style="list-style-type: none">• Teachers' use of assessment data to inform lesson planning to meet the needs of different groups of students.				



- Classroom management particularly in Cycle 1.
- The consistent use of opportunities for students to develop critical thinking across all subjects in Cycles 1 and 2.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	N/A	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The quality of curriculum design and implementation is acceptable overall. It is reasonably balanced, has a clear rationale, and complies with MoE requirements. Curriculum planning focuses on students' knowledge development. Continuity and progression are directed largely through the subject textbooks. Cycle 3 students can choose from a range of subject options.Some cross-curricular links are carefully planned; this is particularly evident in mathematics, Arabic, Islamic education and social studies. For example, Grade 5 students link social studies and mathematics by using equations to calculate population density in various countries, and Grade 9 students apply exponential functions to real-world scenarios, such as profit and loss and medicine concentration in blood.The subject coordinators regularly review the curriculum. The review focuses on the subject content and is meant to ensure there is adequate provision to meet the needs of most students. There is insufficient focus on how well the curriculum is developing higher-order thinking and research skills.				
Curriculum adaptation	N/A	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Curriculum adaptation is acceptable overall. Curriculum modifications are sometimes planned to meet the needs of groups of students. These modifications do not consistently ensure sufficient challenge for G&T students or high attainers in core subjects. Differentiation, through the use of higher-order thinking questions in worksheets is evident in Cycle 3, particularly in advanced stream subjects.				



- The school provides some extra-curricular activities and enrolls students in competitions to further enrich their experience such as the Poetry and Little Journalist clubs. These curriculum enrichments do not consistently promote enterprise, innovation, and critical thinking across the school.
- The curriculum supports students' knowledge and understanding of UAE heritage, culture, and Islamic values. Students regularly make connections to the UAE's advancements and efforts in sustainability.

Areas of Strength:

- Curriculum opportunities that support most students to understand UAE culture and recent developments.

Areas for Improvement:

- Curriculum activities to develop students' higher-order thinking and research skills.
- Curriculum review to ensure that adaptations consistently meet the needs of all groups of students.
- Curriculum activities that effectively promote the development of students' innovation and enterprise skills both in and outside the classroom.

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

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

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



- The school has formal procedures for safeguarding students, including child protection. Most staff, students and parents are aware of them. The school takes clear steps to protect students from all forms of abuse. Students are effectively supervised during the school day and on school transport.
- School leaders have implemented policies and procedures to ensure that buildings and equipment are maintained; these systems are not reviewed regularly. Records of school maintenance, including routines for evacuation, fire drills and other incidents are stored although they are not regularly updated. Risk assessments and the maintenance of the premises are not thorough and consistent enough to ensure the highest standards. The building does not fully cater for students with SEN. The school has outdoor shaded areas and water coolers.
- The promotion of safe and healthy living is insufficient. It is mainly provided by the school doctor and nurse and there are also a few displays around the school and awareness workshops. The clinic supports those students with high body mass index (BMI) with suggested diets that are shared with parents and explained to students.

Care and support	N/A	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> • Relationships between staff and students are very positive. Behaviour management systems are in place, although not always effective, particularly in Cycle 1. Social workers and a psychologist monitor and support students with behavioural needs. • The school promotes attendance and punctuality effectively and keeps accurate records. It provides students with an earlier arrival time to help them avoid being delayed in traffic. Parents are contacted directly to remedy any absenteeism which contributes to at least good attendance. • The school now identifies students with SEN through a developing internal process, including referral to specialist services. The processes are at an early stage of development and do not identify all students with SEN. The school has started to identify G&T students, based on observations and academic performance. • The school offers generic support to students with SEN and G&T students. There is a special educational needs' coordinator to support and monitor students. There are no individual education plans for any of the identified students. There is insufficient support in lessons and teachers do not always know how to support students with additional needs during their lessons. Students who are G&T represent the school in a few external events. • Cycle 3 students are supported with curricular choices in Grade 9 and career guidance as they explore their higher education pathways. Cycle 3 students benefit from visiting 				



universities and career fairs and attending specific informative sessions although these opportunities are insufficient.

Areas of Strength:

- The school's promotion of attendance and punctuality.
- The courteous relationships between students and staff.

Areas for Improvement:

- The maintenance and regular checks of all premises and facilities.
- Procedures to promote better classroom behaviour in Cycle 1.
- Systems for the identification of and support for students with SEN and G&T students.

**PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT**

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

- Leadership and management are acceptable overall. The senior leadership has a commitment to UAE priorities which translates into a clear vision shared across the school and with all stakeholders. Relationships are professional and staff morale is generally positive.
- Most leaders have a basic understanding of best educational practices. While middle leaders have clear responsibilities in leading teaching and learning in their departments, their limited capacity is hindering consistent improvements across the school. The principal, with the support of governors, ensures compliance with most statutory and regulatory requirements.

Self-evaluation and improvement planning

Acceptable

- The school's self-evaluation relies on analysing internal and external data. The internal data is generally too high in its assessment of students' abilities and does not align with other

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measures of students' achievement, limiting the effectiveness of self-evaluation. The school's improvement plan is based on findings from the previous review and includes specific actions, although these are mostly at an early stage of development and not frequently monitored. Middle leaders monitor teaching and learning through observations. The monitoring is focused more on teaching rather than its impact on students' achievements. This limits its effectiveness in improving the quality of teaching to raise standards. Leaders improved some aspect, maintained performance, and ensured compliance.

Partnerships with parents and the community

Good

- The school's engagement with parents is positive. The school engages with parents during major events and celebrations. Communication with parents is effective. Parents access the school's online communication facilities to receive relevant updates. Teachers respond swiftly to parents' questions. The school seeks parents' views frequently through different surveys. Parents only get detailed feedback on their child's performance during teacher and parent conferences.
- The school has local community partnerships that encourage students' social contribution. There are few extended partnerships with national partners to fully enrich students' experience.

Governance

Acceptable

- The board of governors is comprised of the owners, the principal, a parents' council representative and a few community members. The board collects the views of parents, teachers, and students through their representatives, surveys conducted by the school, and when members visit the school. The board mainly supports the school by providing administrative and financial support. While the board gets an overview of the performance of the school, board members are not effectively involved in the school's self-evaluation or the monitoring of improvement targets. Governors do not provide educational expertise to school leaders.

Management, staffing, facilities and resources

Acceptable

- The school's operation runs smoothly. All staff and students are aware of the school routines and fully respect them. Teachers are deployed appropriately. There are no teaching assistants for lower grades to support the large class sizes. Teachers' professional

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development is not directed sufficiently well to support them in attending to the needs of all groups of students. The teaching and learning areas are crowded and access to learning resources are insufficient. Playing fields are in an acceptable condition, although underused.

Areas of Strength:

- The high morale and positive relationships.
- The day-to-day management of the school.

Areas for Improvement:

- Leaders' accurate view of students' achievement through analysis of the school's internal data to support realistic school self-evaluation.
- Middle leaders' impact on the development of the quality of teaching and learning to raise students' standards in most subjects across the school.
- The provision of sufficient resources to support improved outcomes for students.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 9 Arabic teachers and a teacher to student ratio of 1:117.
- The school library contains 1719 Arabic books, of which 949 are fiction and 770 are non-fiction.
- The school provides a weekly class for Cycle 1 students to improve their reading skills through reading and summarising stories. Students borrow books from the library and the school librarian maintains records of the books borrowed from the library by each student. Teachers use MoE curriculum books and encourage students to read books independently.
- The school organises a range of extra-curricular activities to support students' reading and writing in school such as story reading, poetry, 'Best Speaker' and Young Journalist' competitions. Students also participate in an international 'Reading Challenge'. In addition, the school promotes reading through the 'Reading on the Bus' initiative where students are provided with books to read on the bus as they travel to and from school. Parents are encouraged to read with their children at home.

The school's use of external benchmarking data

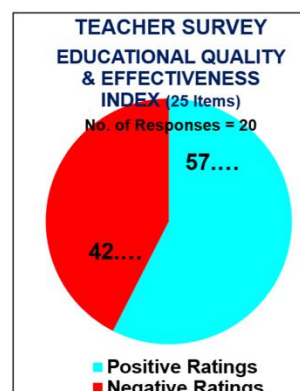
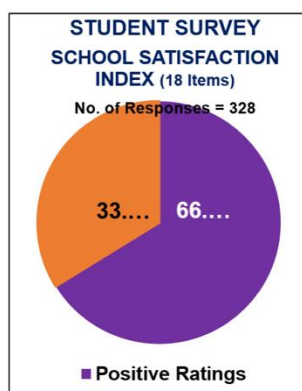
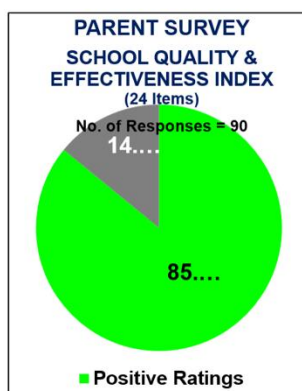


- In 2023-24, almost all students in Grades 3 to 10 participated in IBT in mathematics, science and English. This is a large increase from the previous year. Students' attainment in Arabic is benchmarked through TALA for Grades 3, 5, 7,9 and 11. Students have completed 1 section and are waiting to complete the writing component.
- Sample examination style questions are included in classwork to help students to become more familiar with the assessment paper layout and what will be required of them during the examination.
- The school celebrates success at a special event where certificates are awarded in recognition of students' achievements in the examinations. Students' accomplishments are also shared widely through social media
- Parents are encouraged to engage with the examination process and staff meet with them to help them understand the importance that success in international tests can have on future life choices regarding study and employment.

Provision for KG

- Not applicable

VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' overall achievements across all cycles by:
 - improving outcomes for students in all subjects to at least good particularly in Cycles 1 and 2.
 - providing students with more opportunities to develop their innovation and critical thinking skills during their lessons and in their wider school experiences.
 - building students' independent learning and personal development across all cycles.
- Improve the quality of teaching and learning by:
 - identifying best practice in teaching, learning and assessment throughout the school and sharing skills, knowledge and practice effectively.
 - ensuring teachers throughout the school plan appropriately challenging lessons for all groups of students through the use of accurate assessments of students' learning needs.
 - modifying the curriculum more consistently to address any gaps in students' learning, including for students new to the school in Cycle 1.
- Strengthen governance to ensure all barriers to improvement are effectively tackled by:
 - preventing overcrowding in classrooms in Cycle 1 to improve the quality of learning and access to resources.
 - ensuring all leaders have the capacity to make the improvements to teaching and learning identified in this review.
 - improving the quality of maintenance of the premises and resources across the school.



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.