



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

DARB AI SAADA 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	426
	School location	Sharjah – Al-Ghubaibah
	Establishment date	2021
	Language of instruction	Arabic
	School Curriculum	Ministry of Education (MoE)
	Accreditation body	-
	Examination Board	MoE
	External Assessments International and Curriculum Benchmark Assessments	International Benchmark Test (IBT) Trends in International Mathematics and Science Study (TIMSS) Test of Arabic Language Arts (TALA)
	Fee Range	AED 12,000 to AED 28,000
Staff	Principal	Noor Boukai
	Chair of board of governors	Wafaa Ayoush
	Total number of teachers	98
	Total number of teaching assistants	11
	Turnover rate	5%
Students	Teacher: student ratio	1:14
	Total number of students	1,377
	Total number of students per cycle	KG: 218 Cycle 1: 558 Cycle 2: 467 Cycle 3: 134
	Pre-KG: number and gender KG: number and gender	Boys: N/A Girls: N/A Boys: 105 Girls: 113
	Cycle 1: number and gender	Boys: 291 Girls: 267
	Cycle 2: number and gender	Boys: 230 Girls: 237
	Cycle 3: number and gender	Boys: 74 Girls: 60
	Total number of Emirati students	3
	Pre-KG: Emirati number and gender	Boys: N/A Girls: N/A Boys: 0 Girls: 0



	KG: Emirati number and gender	
	Cycle 1: Emirati number and gender	Boys: 1 Girls: 0
	Cycle 2: Emirati number and gender	Boys: 2 Girls: 0
	Cycle 3: Emirati number and gender	Boys: 0 Girls: 0
	Nationality groups (largest first)	1. Syrian 2. Jordanian
	Total number of students with special educational needs	48



PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
ACCEPTABLE	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 150 lesson observations, 113 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good, which is an improvement since the previous review. Students' achievement has improved overall in KG and across all cycles and is now good. Students' personal development and their understanding of Islamic values and awareness of Emirati and world cultures have improved and are now good overall. Teaching has improved to good, while assessment has remained as acceptable. Curriculum, the protection, care guidance, and support of students have improved and are now good overall. Leadership and management have improved and are now good. School leaders demonstrate a strong capacity to improve the school further.

KEY AREAS OF STRENGTH:

- The overall improvement in students' achievement in KG and across all cycles.
- Students' personal development and understanding of Islamic values and Emirati culture.
- The school's effective safeguarding procedures and support for students with special educational needs (SEN).
- Senior leaders' clear direction and secure understanding of the best practices in teaching and learning.

KEY AREAS FOR IMPROVEMENT:

- Students' attainment in most subjects across all cycles.
- The consistency of effective teaching across all cycles and subjects.
- The identification process and provision for students who are gifted and talented (G&T).



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	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good
Arabic (as a First Language)	Attainment	Good	Good	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Acceptable
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	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good
English	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Good	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Good
Science	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Good	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Good	Good
Learning Skills		Good	Good	Good	Good

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Islamic Education

- Students' achievement in Islamic education is good overall. It is acceptable in Cycles 2 and 3. In lessons and students' work, the majority of students make better than expected progress over time in KG and Cycle 1, which aligns with the school's assessment data. In Cycles 2 and 3, most students make acceptable good progress over time. This matches the school's assessment data, which indicates good progress.
- Internal assessment data indicates outstanding attainment across KG and all cycles. This does not match with what is seen in lessons or in their work, where the majority of students attain above curriculum expectations in KG and Cycle 1, and most students attain in line with curriculum expectations in Cycles 2 and 3.
- In lessons, children in KG know the pillars of Islam and can memorise 4 pages of Surat Maryam with accuracy and fluency. In Cycle 1, students show secure knowledge of Islamic morals and etiquette, such as eating manners. In Cycle 2, students understand the concept of contemplation of Allah's (SWT) creations to be strong believers. They do not extend their learning by giving examples from their lives. In Cycle 3, students understand that Shura has maintained its existence in Islamic political life to strengthen the relationship between rulers and their people. They do not clearly link their learning to modern life to deepen their understanding.
- Different groups of students make similar rates of progress.

Areas of Strength

- Children's secure knowledge of the pillars of Islam and long Surahs in KG.
- Students' understanding of Islamic morals and etiquettes in Cycles 1 and 2.

Areas for Improvement

- Students' deep understanding of the contemplation concept and its impact on their daily lives in Cycle 2.
- Students' deep understanding of the contemporary practices of Shura in Cycle 3.



Arabic

- Students' achievement in Arabic is good overall. It is acceptable in Cycles 2 and 3. In lessons and students' work, the majority of students make better than expected progress over time in KG and Cycle 1, which aligns with the school's internal assessment data. In Cycles 2 and 3, most students make expected progress over time. This does not match the school's assessment data, which indicates good progress over time.
- Internal assessment data indicates very good attainment across the school, which is not evident in lessons or in their work, where most students attain in line with curriculum standards in Cycles 2 and 3, and the majority attain above curriculum standards in KG and Cycle1. TALA external assessment data shows overall very good attainment across all cycles.
- In KG, children's phonics and vocalisation skills are well developed; students know the alphabet, can read, write words, and form simple sentences above the curriculum expectations. In Cycle 1, students can recite poems expressively and define meanings. In Cycle 2, students can read informational text, define the meaning, and highlight the main ideas. Students can analyse the text grammatically, their application of grammar rules while reading is less developed. In Cycle 3, students understand and explain metaphoric statements and can create their own metaphoric sentences confidently. Students' extended writing skills following correct punctuation rules and their ability to write neatly are less well developed in Cycles 2 and 3.
- Different groups of students make similar rates of progress.

Areas of Strength

- Children's phonic and vocalisation skills in KG.
- Students' expressive reading skills in the early grades of Cycle 1.

Areas for Improvement

- Students' effective use of grammatical skills to improve their reading accuracy in Cycles 2 and 3.
- Students extended writing, handwriting and punctuation skills across Cycles 2 and 3.



Social Studies

- Students' achievement in social studies is good overall. In lessons and students' work, the majority make better than expected progress over time in KG and the 3 other cycles. This aligns closely with the school's assessment data.
- Internal assessment data indicates very good attainment in KG and across all cycles. This is not evident in KG, where the majority of children attain above curriculum expectations, and in Cycles 1, 2, and 3, where most students attain in line with curriculum expectations. There is no external assessment data for this subject.
- In lessons in KG, children show a secure understanding of ancient and modern transportation modes and can categorise them by pictures. In Cycle 1, students show a secure understanding of the concept of good citizenship, such as honesty, and its impact on building societies. In Cycle 2, students can trace the timeline of the evolution of transportation from camels in the desert to space probes in the UAE. A few students do not show a deep understanding of the impact of the transportation revolution on their lives. In Cycle 3, students can discuss the advantages and disadvantages of nuclear energy. They rarely engage in evaluating different viewpoints to deepen their understanding further.
- Different groups of students make similarly better than expected rates of progress.

Areas of Strength

- Children's secure understanding of the difference between past and present in KG.
- Students' understanding of the concept of good citizenship and its impact on societies in Cycle 1.

Areas for Improvement

- Students' deep understanding of the impact of the transportation revolution on their daily lives in Cycle 2.
- Students' ability to evaluate different viewpoints to extend their learning in Cycle 3.



English

- Students' achievement in English is good overall. The school's internal data indicates that the majority of students make better than expected progress over time across the school. This matches the progress seen in lessons and students' work.
- The school's internal data indicates outstanding attainment across KG and all cycles. This does not correlate with what is seen in lessons and students' work, where the majority attain above curriculum standards in KG and most attain in line with curriculum standards across all cycles. IBT data indicates acceptable attainment overall, with significant variation between grades and cycles.
- In all grades, students' listening and speaking skills are more secure and are developing more rapidly than their reading and writing skills, including the use of a range of sentence types and accurate punctuation. In KG, children can confidently make appropriate letter sounds and identify animals and objects beginning with the appropriate letters. In Cycle 1, students identify new vocabulary and rhyming words when presented with a poem, and they can use the new words in their writing. In Cycle 2, students can use artificial intelligence (AI) technology to research and present their findings confidently to their peers in their own writing. Students in Cycle 3 demonstrate secure understanding and can adapt language to clarify the key points shown in an image.
- Overall, different groups of students make better than expected rates of progress.

Areas of Strength

- Students' listening and emerging speaking skills across all cycles.
- Students' presentation skills in Cycle 2.

Areas for Improvement

- Students' reading skills across all cycles.
- Students' writing skills across all cycles.



Mathematics

- Students' achievement in mathematics is good overall. It is acceptable in Cycle 2. In lessons and in students' work, the majority of students make better than expected progress over time in KG, Cycles 1 and 3, and most make acceptable progress over time in Cycle 2. This does not align with the school's internal assessment progress data, which shows outstanding and very good progress across all cycles.
- The school's internal assessment data indicates outstanding attainment in KG and Cycle 1, very good in Cycle 2, and good in Cycle 3. This does not match with what is seen in lessons and in students' work, where the majority of children in KG and students in Cycle 1 attain above curriculum standards, and most students in Cycles 2 and 3 attain in line with curriculum standards. TIMSS results for Grades 4 and 8 are above national expectations. IBT results indicate weak attainment in Cycle 1, acceptable in Cycle 2 and good in Cycle 3.
- In KG, children count forward, recognise numerals and add single-digit numbers correctly. In Cycle 1, students can solve real-life numerical problems, including fractions. In Cycle 2, students can prove the similarity of different polygons to solve real-life problems. A minority of students in Cycle 2 are not able to use reasoning to explain their findings. In Cycle 3, students apply their secure knowledge of algebra to solve exponential inequalities, illustrate algorithmic functions graphically, and discuss their properties. Their skills to interpret complex word problems are less well developed.
- Overall, different groups of students make similar rates of progress. High-attaining and G&T students are not sufficiently challenged in lessons to maximise their progress.

Areas of Strength

- Students' ability to solve real-life problems, including fractions in Cycle 1.
- Students' knowledge of algebra in Cycle 3.

Areas for Improvement

- Students' reasoning skills to explain their findings in Cycle 2.
- Students' skills to interpret complex word problems in Cycle 3.



Science

- Students' achievement in science is good overall. It is acceptable in Cycle 1. In lessons and students' work, the majority of children and students make better than expected progress over time in KG and Cycles 2 and 3, while most of the students make expected progress over time in Cycle 1. This does not align with the school's internal assessment data, which indicates outstanding progress in KG and all cycles, except for Cycle 3, where progress is good.
- The school's internal data indicates attainment is outstanding in KG and across all cycles except Cycle 3, which is good. This does not match with what is seen in lessons and in students' work, where most students attain in line with curriculum standards in KG, Cycles 1 and 2, while the majority attain above curriculum standards in Cycle 3. IBT data for 2024 indicates weak attainment in Cycle 1, acceptable in Cycle 2, and good in Cycle 3. TIMSS results indicate above international averages for Grades 4 and 8.
- In KG, children observe and compare plant seeds and can sort floating and sinking objects. Their enquiry and exploration skills are less secure. In Cycle 1, students show skills in measuring the volume of irregular objects using water. In Cycle 2, Grade 5 students can measure and calculate the speed of an object in motion, and in Grade 8, they understand the role of chromosomes and genes in the inheritance of traits and characteristics. In Cycles 1 and 2, students' skills in conducting investigations or making predictions following the scientific method are less evident. In Cycle 3, students can explain the reproductive system and the effect of diet on health in biology and analyse Kepler's first law in physics. Across the school, most students' scientific observation skills are developing, while their writing skills are less well developed.
- Different groups of students, including students with SEN, make better than expected progress across the school. High-attaining students are not sufficiently challenged to make the progress of which they are capable.

Areas of Strength

- Students' scientific knowledge in physical and life science across all cycles.
- Students' ability to observe, compare, and come to conclusions across all cycles.

Areas for Improvement

- Children's exploration and enquiry skills in KG.
- Students' independent investigative and scientific writing skills across the school.



Other subjects

- Students' achievement in other subjects is good overall. It is acceptable in Cycle 1. The school's internal data indicates outstanding progress over time in art, music, physical education (PE), computing creative design and innovation (CCDI), and health science across all cycles. This is not seen in lessons and students' work, where most students make acceptable progress over time in Cycle 1 and the majority make good progress over time in KG and across Cycles 2 and 3.
- Internal assessment data indicates outstanding attainment in all other subjects across KG and all cycles. This is not fully reflected in lessons and students' work, where most students in KG and Cycles 1, 2 and 3 attain in line with curriculum expectations.
- In art lessons, KG children develop fine motor skills and hand-eye coordination through tracing outlines and colouring flowers inside stencils. In Cycle 2, students develop their creativity and understanding of texture and composition. They understand the uses of different media to create texture. There are insufficient opportunities for artistic individuality and independent project work. In health science in Cycle 3, boys are developing key aspects of self-esteem, including emotional resilience, confidence, and positive relationships. In PE lessons, students in Cycles 2 and 3 develop strong skills in maintaining control while running and dribbling with a basketball with precise passing and accurate shooting in football. In CCDI lessons in Cycles 2 and 3 students skilfully use programs to develop strong coding skills. In music lessons, students develop their knowledge of the solfege syllables. They rarely use musical instruments to apply their learning in Cycle 1.
- Different groups of students make similar rates of progress.

Areas of Strength

- The development of students' basketball and football skills in Cycles 2 and 3.
- Students' understanding of coding in CCDI in Cycles 2 and 3.

Areas for Improvement

- The development of students' artistic individuality in art, allowing for independent projects in Cycle 2.
- Students' skills in playing musical instruments in Cycle 1.



Learning Skills

- Students' learning skills are good overall. The majority of children and students have positive attitudes towards learning across all cycles. They are taking increasing responsibility for their own learning and becoming less dependent on their teachers' support. Students are generally aware of their own strengths and areas for improvement, although there is some variation across subjects and grades. For example, in English in Cycle 3, girls demonstrate well-developed knowledge of their strengths and areas for improvement in reading and writing activities.
- Collaboration and communication skills are well developed in all cycles. For example, in science in Cycle 3, students effectively discuss inherited diseases in groups in biology. Across all cycles, students' ability to communicate their learning remains inconsistent.
- Students can clearly connect their learning to real-world situations. For example, in KG, children are able to discuss their own travel experiences when exploring the theme of transport. Connections to other areas of learning are inconsistent across subjects and grades.
- Students are able to carry out basic research with close direction from teachers. Students regularly employ their tablets to log on to the school's AI platform and retrieve factual knowledge. Critical thinking is identified in lesson plans and students are challenged in a number of subjects. For example, in science, Grade 2 students are asked to imagine what would be the impact of a day without sunshine. Overall, students' development of critical thinking, enterprise, and innovation skills is inconsistent across subjects and phases.

Areas of Strength

- Students' positive attitudes towards learning in all cycles.
- Students' ability to link their learning to real-life experiences across all cycles.

Areas for Improvement

- Students' awareness of their own strengths and weaknesses across subjects in all cycles.
- Students' development of critical thinking, innovation, and problem-solving skills across all cycles.



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	Very Good	Good	Good	Good

- Students' personal and social development and their innovation skills are good overall. They are very good in KG. Children and students show responsible, positive attitudes and growing self-reliance through activities such as leading assemblies, the students' council, and the discipline team. Bullying is rare, and they consistently apply values learned from the Positive Education programme, particularly children in KG.
- Students, teachers, and peer relationships across the school are positive. Students are cooperative, respectful, and supportive of each other, embracing differences and diversity.
- Students are aware of healthy lifestyles and the types of food to eat in school, with this knowledge reinforced through presentations in morning assemblies, lessons linking it to their learning, and their participation in the Superhero Campaign and Best Healthy Box competition.
- Attendance is good at 94.5%. A few students arrive late to school in the morning.

Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Good	Good	Good
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- Children and students have a secure understanding of how Islamic values influence society in the UAE. They actively participate in activities that reflect the importance of Islamic etiquette, especially during school assemblies and the KG early morning period. Students also participate in competitions such as reciting the Holy Qur'an in Dubai.
- Children and students are knowledgeable and very respectful of the heritage and culture of the UAE. They participate in numerous cultural activities, including National Day, Martyrs' Day, and Flag Day. Children in KG are keen to welcome guests following the Emirati tradition and enjoy the heritage corner.



- Students appreciate and celebrate their own culture as well as world cultures through International Day, morning assemblies, and heritage activities. They wear traditional clothing and participate in events such as Gulf Child Day. Their understanding of other world cultures remains less well developed.

Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Students participate in activities that have a positive impact on the school and community, such as volunteering with the Red Crescent, joining the students' council, and as members of the discipline team. Students volunteer in community activities, including the visit to the elderly nursing home and planting trees.Students enjoy participating in school projects that promote sustainability, such as recycling projects and innovation, although they often rely on others' directives. A few students led the Holy Month of Ramadan calendar project. Across the school, students' innovation and enterprise skills are less well developed in lessons and outside the classroom.Students demonstrate some understanding of the benefits of sustainability. Some participate in activities promoting sustainability and conservation in the community, such as recycling projects and reducing water and electricity consumption. Students' secure understanding and participation in activities promoting sustainability in their local and global environments are less well developed.				
Areas of Strength:				
<ul style="list-style-type: none">Students' good behaviour and their positive attitudes to learning across all cycles.Students' strong understanding of Islamic values and Emirati culture across all cycles.Students' understanding of healthy eating habits and their impact on wellbeing across all cycles.				
Areas for Improvement:				
<ul style="list-style-type: none">Students' punctuality in the morning across all cycles.Students' understanding and leadership in initiatives on global cultures, innovation, and sustainability 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	Good

- The quality of teaching and assessment is good overall. Most teachers have secure subject knowledge and an understanding of how students learn. They apply this knowledge to create engaging lessons across all cycles.
- Most lessons are effectively planned to engage students in active learning. Appropriate teaching resources are used and learning environments are bright and interesting. For example, in science in Cycle 3 in the laboratories, students conduct experiments using a variety of resources. When time is used well, students are provided with opportunities to both consolidate and extend their learning.
- Teachers and students exhibit positive and respectful relationships, and meaningful dialogues are positive features in most lessons. Open questions and higher-order thinking prompts are apparent in most subjects and extend students' thinking.
- Teaching strategies meet the needs of the majority of groups of students. The level of challenge across subjects and cycles varies, and students do not always receive sufficiently personalised support to accelerate their learning. Teaching to develop students' innovation and enterprise skills remains inconsistent across all cycles. Independent learning opportunities are emerging in a range of subjects.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable
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- The quality of assessment across the school is acceptable. Internal assessment processes are aligned to the school's curriculum, and they provide appropriate measures of students' progress. External benchmarking tools, such as the IBT tests in English, mathematics, and science, as well as TALA in Arabic and TIMSS assessments, are used to gain a wide perspective on students' performance.
- The school undertakes analysis of both internal and external data. Staff have access to information about students' achievements. They monitor students' progress at the individual student level and for specific groups of learners. Teachers' effective use of data to inform

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planning and to meet the needs of all groups of students is less evident, particularly to provide support for lower-attaining students and challenge for higher-attaining students.

- In the classroom, verbal feedback from teachers informs students of their levels of progress and is used to correct students' misconceptions while written evaluative feedback with guidance about how they can improve is not yet consistently implemented across all subjects. Opportunities for students to engage in self-assessment or provide constructive peer feedback are emerging features of teaching and assessment.

Areas of Strength:

- Teachers' planning and delivery of engaging lessons that involve collaborative activities across the school.
- The internal assessment processes that are aligned with the MoE curriculum.

Areas for Improvement:

- The effective analysis and use of reliable assessment data to influence teaching, including differentiation to meet the needs and abilities of all students across all cycles.
- Teachers' use of written feedback to inform students on how to make further progress across all cycles.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3m
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none">The quality of the curriculum is good overall. The school follows the MoE curriculum and incorporates all MoE requirements. The school's curriculum offers breadth and balance across all subjects. There is an increasing focus on students' skills development across the school, although it remains inconsistent across cycles.Planning is structured to ensure that course content is delivered each term in alignment with progression maps, preparing students well for their next stage of education. The curricular options for older students are restricted to the advanced stream and choices between 2 electives. While some cross-curricular links are planned, they do not yet fully support students in transferring their learning across subjects. In stronger lessons, such as in KG science, topics such as selling fruits and vegetables are integrated well with mathematics and life in the UAE.Leaders conduct regular curriculum reviews to respond to students' academic and personal developmental needs. Overall, reviews do not consistently result in effective modifications to attend to the needs of all groups of students.				
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">The school has successfully modified the curriculum to meet the needs of students with SEN through one-to-one and small group pull-out sessions. Differentiation remains inconsistent across subjects and grades in lessons, particularly to provide sufficient challenge for those students who are G&T. Curriculum adaptations to challenge higher-attaining students are not yet fully embedded across the school.The school uses the ALEF platform for all subjects in Grades 5 to 11 and Abjadiat for Arabic in Grades 1 to 4 to enhance the curriculum. Positive education lessons, extra-curricular clubs, assemblies, and competitions such as chess tournaments further contribute to students' personal and social development. Opportunities for students to innovate and develop their enterprise skills are insufficient.				



- The curriculum integrates appropriate and meaningful learning experiences connected to Emirati culture and UAE society. In KG1, children adopt Emirati traditions to welcome guests. In Cycle 1 mathematics, students make real-life links with UAE currency.

Areas of Strength:

- The curriculum's clear rationale, its continuity and the progression of students' knowledge across the school.
- The strong UAE links throughout the curriculum across all cycles.

Areas for Improvement:

- The modification of the curriculum to meet the needs of students, particularly higher attaining learners and those who are G&T across all cycles.
- The development of students' innovation and enterprise skills in and out of 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	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
<ul style="list-style-type: none">The protection, care, guidance and support of students are good. The school has comprehensive safeguarding policies and procedures, including child protection, behaviour, and health and safety and it makes them available to staff, parents, and other stakeholders along with relevant training. Health and safety teams undertake regular checks on the premises and resources, including fire evacuation, to keep students safe and secure. Supervision of students in the school and on the school's transport is effective.Buildings and premises are hygienic and well-maintained. Records for welfare, health and safety, accidents, and incidents are well documented, including subsequent actions. Medical files and medicines are stored securely in locked cabinets. The school effectively promotes inclusive practice. For example, there are ramps, a lift, and suitable toilet facilities for students and others who may have restricted mobility. A few of the classrooms are slightly small for the number of students on roll.The school effectively promotes a safe and healthy lifestyle. Students have good opportunities to engage in physical activities such as sports competitions and extra-curricular programmes. In KG, children enjoy physical movement in the playing area. Through health-related events, students appropriately learn about the importance of healthy eating.				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">Relationships between staff and students are cordial and positive. Teachers share the school's code of conduct and behaviour rules with students and their parents so that they know what is expected. Teachers deal with any misbehaviour in a calm manner.Procedures to promote attendance are effective, and the school counsellor and attendance officer encourage parents to bring their children to school on time.				



- The school's special educational needs coordinator (SENCO) has implemented robust systems to identify students with SEN and devise their individual educational plans (IEP) in partnership with teachers and parents. Students with SEN receive well-targeted intervention in and out of lessons.
- Systems to identify G&T students are not yet robust. The few identified students have access to extra-curricular activities such as media, sports, and art to develop their interests. Support and challenge are less clear in lessons and so they do not always make the rates of progress of which they are capable.
- Staff provide appropriate personal and academic guidance to students. Across the school, transition arrangements are well established, helping students to become familiar with their new teachers before the beginning of the academic year. The school provides adequate academic support for older students, including choices of universities and career pathways. It does not provide sufficient advice and support that responds to the individual needs of students.

Areas of Strength:

- The school's effective procedures to safeguard and care for students.
- The identification and support provided for students with SEN.

Areas for Improvement:

- The process of identifying and providing effective support for G&T students across the school.
- The further development of careers advice and support for individual students to fully meet their interests and needs in Cycle 3.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- The quality of leadership and management is good. The principal, vice principal and all leaders are fully committed to improving the school. Senior leaders set a clear direction and vision that is shared with all stakeholders. The school's improvement targets align with UAE's national priorities. Leaders demonstrate strong commitment to inclusion.
- All leaders, including middle leaders, show a secure understanding of the curriculum and best practices in teaching and learning. Middle leaders' positive impact on students' achievement lacks consistency. Relationships and communication are effective. Leaders have successfully improved students' achievement, personal development, teaching, curriculum, and safeguarding procedures since the previous review. They demonstrate a strong capacity to improve the school.

Self-evaluation and improvement planning

Good

- The school's self-evaluation is accurate overall and identifies the key improvement priorities. The contribution of middle leaders to the self-evaluation process lacks consistency. Improvement planning is effectively linked to the previous review report's recommendations and the school's self-evaluation. Leaders at all levels monitor lessons regularly. Feedback is usually detailed and includes the next steps for teachers' development. The observation process focuses insufficiently on students' outcomes. The school has demonstrated successful improvement over time.

Partnerships with parents and the community

Good

- The school successfully engages parents in its activities and events. For example, parents participate in and assist with organising national events and charity initiatives. They attend workshops organised by the school and read to students. The school regularly gathers parents' feedback on various academic and personal development matters through surveys. Communication is effective, and reporting procedures ensure that parents are kept fully informed of their child's academic progress and personal development.

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<ul style="list-style-type: none"> The school and students benefit from links with local community organisations such as Civil Defence, the Red Crescent, and other schools. Partnerships with international institutions to further enhance students' learning are in the early stages of development. 	
Governance	Good
<ul style="list-style-type: none"> Governance includes representation from the school and local community, parents and students. The governing board meets regularly. Members regularly observe teaching and learning, seek and welcome all stakeholders' views, and monitor the school's actions. They hold senior leaders accountable for the quality of the school's performance. Board members bring diverse expertise and knowledge, which supports their work in reviewing most aspects of the school's performance. The board is less effective in ensuring that the school is well-resourced in some areas, for example music. 	
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> The school's day-to-day management is well organised. Staff are suitably qualified and benefit from regular professional development that matches well with the school's priorities and the needs of staff. The facilities include specialist areas with good access to all students. While resources are generally sufficient, the music room is under-resourced, limiting students' ability to apply their learning practically. In KG, indoor and outdoor resources are insufficient to support the children's learning and development. 	
Areas of Strength:	
<ul style="list-style-type: none"> The senior leaders' clear direction and secure understanding of the best practices in teaching and learning. The well organised day-to-day management of the school. 	
Areas for Improvement:	
<ul style="list-style-type: none"> The monitoring of teaching so that it focuses on students' outcomes. The sufficiency of resources in the music room and inside and outdoors in KG. 	



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The Arabic department consists of 26 teachers who provide instruction to approximately 1,377 students from KG to Grade 11, with a teacher-to-student ratio of around 1:53.
- The school features 2 libraries, housing 1,008 Arabic books suitable for enhancing students' reading skills with 184 non-fiction books, and 824 fiction books.
- Reading is supported through a weekly library lesson for each grade. Reading platforms include Kutubee, Abjadayat, and Alef. Parents are kept informed about the school's reading activities through Telegram.
- The school engages students in internal and external activities and competitions related to handwriting and reading, such as 'I Am a Poet,' 'The Future Poet,' 'I Recite Poetry,' 'A Character from My Favorite Book,' and the Sharjah Reading Challenge. Parents are encouraged to read to their child.

The school's use of external benchmarking data

- In compliance with SPEA requirements, the school registers students and participates in a variety of external tests and examinations, including IBT for Grades 3 to 9 in English, mathematics, and science and TALA for Arabic. Thirty-three Grade 4 students and 24 Grade 8 students participated in TIMSS in 2023.
- Students are prepared for the tests and examinations in lessons in the relevant subjects through a skills-based approach that allows for closer alignment with the schools' own assessment processes. A range of past papers and IBT-style questions enable students to practise their skills and develop the required knowledge.
- Teachers have been provided with specific training and encouraged to attend SPEA training.
- Parents are informed of the requirements through consultation events and through the school's parent portal. Students are awarded certificates for participation in IBT. The results of the IBT and TALA assessments are shared with each student and communicated to their parents.

Provision for KG

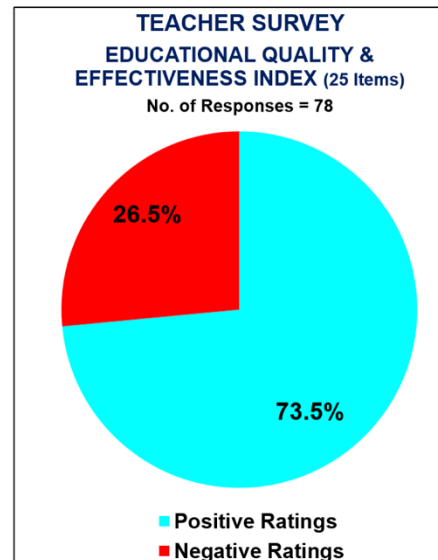
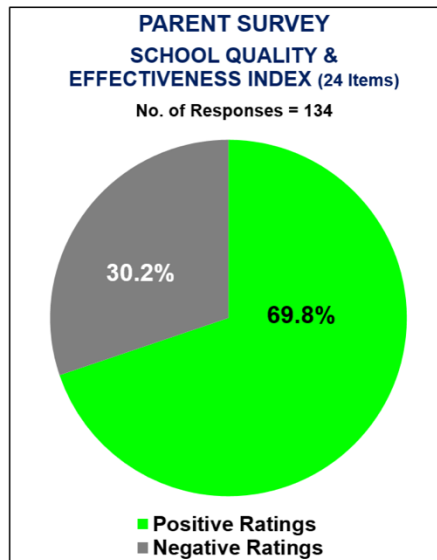
- KG has 15 teachers and 10 teaching assistants. The teacher-to-child ratio is 1:14.5. Teaching assistants help prepare resources and support children with their personal needs.
- The school has a dedicated area for the KG, featuring attractive classrooms and specialised learning spaces, including an activity room, a heritage corner, and an indoor PE area. The activity room has insufficient resources and children do not have access to blocks, a role-play area, reading books, sand, or play water. The classrooms are safe and secure. Each classroom has a SMART board and some resources.
- KG has a playground with soft play surfaces. The play equipment comprises 2 slides and no other equipment to promote the children's learning and development. All classes are scheduled



in this area and children are well-supervised at all times. The school need to enrich the learning indoor resources such as centers for blocks, role play reading books and science exploration and outdoor such as climbing equipment.

- There are effective induction procedures in place that begin at the time of admission and continue through to the start of the academic year. The school ensures that parents are informed of all rules and expectations. KG staff also provide support to help children become familiar with the school's environment.

VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve the consistency of effective teaching and learning to raise students' attainment to the next level by:
 - ensuring lesson planning includes all the key elements of high-quality lessons and implemented consistently.
 - using reliable assessment data effectively to group students and identify their needs.
 - using teaching strategies that meet the needs of all groups of students and individuals in lessons.
 - providing consistent opportunities for students, particularly higher-attaining students and G&T students to work independently.
 - using effective teaching strategies consistently to develop students' critical thinking, problem-solving, innovation and enterprise skills.
 - ensuring that meaningful connections between different areas of learning are a consistent feature in teachers' lesson planning and practice.
 - providing consistent opportunities for students to engage in meaningful self- and peer-assessment.
 - ensuring written feedback to students is detailed and helps them to improve their learning.
- Improve the effectiveness of leadership and management by:
 - enhancing the systems for the identification of G&T students and the support provided to them in and out of classrooms.
 - ensuring that the positive impact of middle leaders on teaching and students' achievement is consistent across the school.
 - ensuring that lesson observations focus on students' outcomes rather than what the teacher does.
 - ensuring that resources in the music room are sufficient for students.
 - ensuring that resources in KG classrooms and outdoor areas support children's hands-on and free-flow learning.



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.