



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Pace International School

26-29 January 2026

Overall Effectiveness

Good



إتقان ITQAN



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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	182
	School location	Muwailah, Sharjah
	Establishment date	6 April 2016
	Language of instruction	English
	School curriculum	Indian
	Accreditation body	CBSE
	Examination Board	CBSE
	National Agenda Benchmark Tests/ International assessment	CAT4, ASSET, PISA, TIMSS
	Fee range	AED 10,690 – AED 14,220
	Principal	Muhsin Kattayat
Staff 	Chair of Board of Governors	Muhammed Salman Ibrahim
	Total number of teachers	206
	Total number of teaching assistants	21
	Turnover rate	6.8%
	Teacher: student ratio	1:21
Students 	Total number of students	4424
	Number of Emirati students	0
	Total number of students per cycle/phase	KG/Phase 1: 688 Elementary/Phase 2: 2049 Middle/Phase 3: 1027 High/Phase 4: 660
	KG: number and gender	Boys: 344 Girls: 344
	Primary: number and gender	Boys: 1127 Girls: 922
	Middle: number and gender	Boys: 563 Girls: 464
	High: number and gender	Boys: 336 Girls: 324
	Total number of Emirati students	0
	Pre-KG: Emirati number and gender	Boys: 0 Girls: 0
	KG: Emirati number and gender	Boys: 0 Girls: 0
	Elementary: Emirati number and gender	Boys: 0 Girls: 0
	Middle: Emirati number and gender	Boys: 0 Girls: 0
	High: Emirati number and gender	Boys: 0 Girls: 0
	Nationality groups	1. Indian 2. Pakistani
	Total number of students with special educational needs	15



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PROGRESS JOURNEY

Previous Review: (2023-24)	Current Review:
GOOD	GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of eight reviewers, 219 lesson observations, 90 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall performance is good, consistent with the previous review in February 2024. This has been achieved despite a significant influx of new students across all phases. Low staff turnover has supported continuity and professional development, contributing to improvements in teaching quality. As a result, achievement has strengthened in English in Phases 1 and 2, while improved progress in mathematics and science, particularly in Phases 1, 3, and 4, has raised achievement to very good in these subjects. Progress continues to improve across most subjects in Phase 4. Phase 2 remains good, although progress has been affected by a high number of new joiners, many of whom speak English as an additional language. Arabic as a second language remains acceptable, with progress limited by timetabling arrangements that do not consistently group students according to language proficiency. Students' learning skills are good overall and very good in Phase 4, reflecting increasing independence and responsibility. Students' personal and social development is now very good, supported by positive attitudes and relationships. However, higher-order thinking and innovation are not yet consistently evident in lessons. Teaching is good overall, though insufficient differentiation limits challenge for more able and gifted students. Assessment practices have improved to very good. Nevertheless, assessment information is not used consistently to personalise learning. The curriculum remains good overall, with improvements in Phase 1. However, real-world application of learning is inconsistent across phases. Provision meets the needs of most students, except higher-attainers. Enrichment activities extend students' interests and talents beyond the classroom. Arrangements for students' protection, care, and safeguarding are very good. Leadership is good overall, with strong partnerships with parents. While self-evaluation and improvement planning have led to gains in some subjects and phases, the impact of improvement strategies is not yet consistent across the school. Governance is good and has supported improvements in facilities, though further action is required to address overcrowding in a small number of classrooms and to strengthen support for newly arriving students.

KEY AREAS OF STRENGTH:

- Achievement in science and mathematics, and in English in phases 1 and 2, alongside improved progress in most subjects in Phase 4.
- Students' positive attitudes, behaviour, and respect for Islamic principles and UAE heritage.



- Assessment processes, including data analysis, teacher feedback, and students' engagement in goal setting.
- Health, safety, safeguarding, and behaviour management arrangements that ensure a safe and supportive learning environment.
- Parental engagement and governance arrangements that support the school's improvement journey.

KEY AREAS FOR IMPROVEMENT:

- Achievement in all subjects in Phase 2 and Arabic as a second language in all phases.
- The use of assessment information to support the learning of all groups of students, especially the high-attainers and the gifted and talented.
- Challenge in lessons, and the development of students' enterprise, innovation, and independent research in all subjects and phases.
- School self-review and improvement planning, with more effective monitoring of teaching.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is good.

Indicators:		KG/Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Very Good
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as a Second Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Good	Acceptable	Acceptable
Social Studies	Attainment	N/A	Good	Good	Very Good
	Progress	N/A	Good	Very Good	Very Good
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very Good
Mathematics	Attainment	Good	Good	Good	Good
	Progress	Very Good	Good	Very Good	Very Good
Science	Attainment	Good	Good	Good	Good
	Progress	Very Good	Good	Very Good	Very Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Good	Good	Good	Very Good



Islamic Education	- Students' achievement in Islamic Education is good overall. The school's internal data indicates that students in Phases 2 and 4 are making very good progress, while progress in Phase 3 is outstanding. However, lesson observations and scrutiny of recent students' work show that progress is good in Phases 2 and 3, and very good in Phase 4. - The school's internal data shows that attainment is outstanding across all three phases. This does not fully match with what is seen in lessons and in students' work, that the majority of students are attaining levels that are above curriculum standards in Phases 2, 3 and 4. There is no external data for Islamic Education. - Majority of students in Phase 2 can accurately identify merged letters in the Holy Qur'an verses which contain "Idgham Ghunnah", demonstrating smooth transition and correct, and smooth recitation without disrupting the sound. Less able require further support to help them understand and articulate "Idgham Ghunnah" correctly. In Phase 3, Students demonstrate the ability to interpret The Noble Hadeeth, distinguishing between voluntary and obligatory fasting, and accurately classify acts as permissible, prohibited or recommended. In Phase 4, the large majority of students demonstrate a profound understanding of how rules and laws, guided by Sharia' principles, contribute to both worldly stability and spiritual growth. They are able to analyse the interconnectedness of these laws and their impact on individual and social well-being. - The majority of all the different groups of students make better than expected progress. High-attaining students and Gifted & Talented (G&T) are not always making the progress they are truly capable of.	
	Areas of Strength	Areas for Improvement
	- Students recite the Holy Qur'an verses and The Noble Hadeeth and fluently, applying Tajweed rules accurately in Phase 2. - Students apply Islamic teachings securely to daily life in Phase 3. - Students' secure knowledge of Islamic concepts in Phase 4.	- Students' depth of understanding of Islamic history and its impact on other cultures. - Students' connection of the Holy Qur'an verses to other subjects.



Arabic Language	- Students' achievement in Arabic as a second language (ASL) is acceptable overall. The school's internal data shows students make outstanding progress in Phase 2 and very good progress in Phases 3 and 4. This does not match students' progress seen in lessons and recent work, where most make expected progress in Phases 3 and 4, and a majority make above expected progress in Phase 2. - The school's Internal data shows that attainment is outstanding in Phase 2 and very good in Phases 3 and 4. This does not fully match that seen in lessons and students' books, where most students' attainment is in line with curriculum standards. There is no external data for Arabic as a second language. - Most students in Phases 2, 3 and 4 demonstrate acceptable listening, reading, speaking, and writing skills. In Phase 2, students can recognize all letters of the Arabic alphabet, identifying familiar words and common expressions in a listening text. However, their ability to form simple sentences is not as well developed. In Phase 3, most students can identify the main idea and some simple details from reading a narrative text. They use new vocabulary in meaningful, simple sentences, although their ability to read aloud is undeveloped. In Phase 4, students confidently speak using correct language structures, although their ability to write a simple, grammatically accurate paragraph is underdeveloped. - Most groups make at least the expected progress, but high-attainers and the G&T are not consistently challenged to extend their learning.	
	Areas of Strength	Areas for Improvement
	- Students in Phase 2 accurately recognise all letters of the Arabic alphabet, supporting early reading development. - Students in Phase 4 speak confidently using correct language structures to communicate meaning effectively.	- Students' accuracy and confidence in constructing simple sentences, particularly in Phase 2. - Students' fluency and accuracy in reading aloud in Phase 3. - Students' ability to write simple, grammatically accurate paragraphs in Phase 4.



Social Studies	- Students' achievement in social studies is good overall. The school's internal assessment data shows that students make very good progress in Phases 2, 3, and 4. This matches that seen in lessons and in students' work in Phases 3 and 4, where the large majority of students make better than expected progress. However, in Phase 2, only a majority of students were observed to make above expected rates of progress. - The school's internal data shows that attainment is good in Phases 2, 3, and 4. This matches that seen in lessons and in students' work, which shows the majority of students reach levels of attainment above curriculum standards in Phases 2 and 3. However, Phase 4 students' attainment in lessons is very good. There are no external assessments in social studies. - The majority of students in Phase 2 demonstrate good knowledge and understanding of social studies. They confidently identify key national features, including UAE National Day, H.H. Sheikh Zayed bin Sultan Al Nahyan (may his soul rest in peace) as the founder of the UAE, Emirati foods, and desert characteristics, applying learning effectively in structured tasks. However, they are less secure in explaining the historical contribution of pearl diving to the UAE economy. In Phase 3, most students understand key concepts related to globalization, museums, and heritage, and distinguish between tangible and intangible heritage, though a few require support to develop more detailed explanations due to language limitations. In Phase 4, the large majority demonstrate strong conceptual understanding of early civilizations and UAE heritage, confidently explaining transitions to settled life and links to national sustainability. Across all phases, use of map keys to interpret links between physical geography and economic activity is less well developed. - All groups of students make acceptable progress. However, students who have additional learning needs, including English as an additional language learners, do not make the progress that they are capable of.	
	Areas of Strength	Areas for Improvement
	- Students' secure knowledge of UAE history, heritage, culture, and geography across phases, - Students' application of key concepts such as National identity, government, and society. - Phase 4 students' understanding of early civilisations and Emirati heritage, making meaningful comparison and inferences.	- Students' understanding of how pearl diving contributed to the growth of the UAE economy in Phase 2. - Students' ability to use map keys to interpret relationships between physical geography and economic activities across phases.



English	- Students' achievement in English is good overall. The school's internal data shows that students make outstanding progress in Phase 1, and very good progress in Phases 2, 3, and 4. This does not match that seen in lessons and in recent work, where the majority of students in Phases 1, 2, and 3 make above-expected rates of progress and very good progress in Phase 4. - The school's internal data shows that attainment is outstanding in phase 1 and very good in Phases 2, 3 and 4. This does not match that seen in lessons and recent work, where the majority of students attain above curriculum standards in all phases. External Asset data indicates that attainment is outstanding in Phases 2 and 4 and very good in Phase 3. The CBSE results indicate that attainment is outstanding in Phase 4. PISA 2022 results indicate that the school is scoring below the OECD average. The PIRLS 2021 results are at the intermediate international benchmark. There are no external assessments for English in Phase 1. - The majority of students across all phases demonstrate good language skills, with listening and speaking stronger than reading and writing. In Phase 1, children link letters and sounds securely using phonics and form short sentences, with higher attainers writing short stories using support resources. In Phase 2, most students share ideas confidently and read with comprehension, while a majority write with increasing detail and accurate punctuation. In Phase 3, students' expanding vocabulary enables most to read above-level texts confidently and apply grammatical structures accurately in writing, though a few new joiners read hesitantly and produce limited written work. In Phase 4, a large majority communicate confidently in speech and writing, analyse texts critically, and infer meaning from prose and poetry. However, for a few students, creative writing that clearly develops an idea or theme is less secure. - The majority of students make better than expected progress; however, new joiners whose first language is not English and higher-attaining and gifted students are not consistently challenged to maximise their progress, particularly in Phases 2 and 3;	
	Areas of Strength	Areas for Improvement
	- Children's secure use of phonics in Phase 1 supports early reading and writing. - Students' confident communication through listening and speaking across all phases. - In Phase 4, students' ability to analyse texts and infer meaning confidently.	- The quality and structure of students extended and creative writing, particularly in Phase 4. - Students' deeper and more challenging learning, especially new joiners and higher-attaining and gifted students, especially in Phases 2 and 3.



Mathematics	- Students' achievement in mathematics is very good overall. The school's internal data shows that students make outstanding progress in Phases 1 and 2 and very good progress in Phases 3 and 4. This does not match that seen in lessons and in recent work, where the large majority of students in Phases 1, 3, and 4, and the majority in Phase 2, make progress above curriculum expectations. - The school's internal data shows that attainment is outstanding in Phase 1, very good in Phases 2 and 3, and good in Phase 4. This does not match that seen in lessons and in recent work, where the majority of students reach levels of attainment above curriculum standards in all phases. External Asset data indicate that attainment is very good in Phases 2 and 4 and good in Phase 3. The CBSE results indicate that a majority of students in Phase 4 attain levels above expected curriculum standards. PISA 2022 indicates that the school is scoring below the OECD average. TIMSS 2023 results are above the international average. There are no external assessments for mathematics in Phase 1. - The majority of students across all phases demonstrate mathematical knowledge, skills, and understanding above curriculum standards. In Phase 1, children develop secure number concepts and understanding of measurement, shape, and space through engaging hands-on investigations, though opportunities to practise mathematical language are sometimes limited. In Phase 2, students develop mental mathematics skills, but are not always challenged to think mathematically or apply learning to solve word problems. In Phase 3, students demonstrate developing trigonometry skills and abstract thinking, with a secure understanding of formulae, though confidence in applying these to real-life contexts is weaker. In Phase 4, students solve a range of algebraic equations confidently, but interpretation and application of knowledge are less consistently developed. - The majority of students make better than expected progress; however, higher-attaining, gifted and talented, and English as an additional language learners do not always make the progress, they are capable of.	
	Areas of Strength	Areas for Improvement
	- Students use of hands-on mathematical investigations effectively in the lower phases to develop secure conceptual understanding. - Students' application of a range of mathematical formulae to solve computational problems.	- Students' use of appropriate mathematical language, particularly in Phase 1. - Students' application of mathematical concepts and formulae to solve real-world problems, especially in upper phases.



Science	- Students' achievement in science is very good overall. The school's internal data shows that students make outstanding progress in all phases. This does not match what is seen in lessons and recent work, where the large majority of students in Phases 1, 3, and 4, and the majority of students in Phase 1, make progress above curriculum expectations. - The school's internal data shows that attainment is very good overall, outstanding in Phase 1, very good in Phases 2 and 3, and good in Phase 4. This does not match with that seen in lessons and recent work, which shows that the majority of students attain above curriculum standards in all phases. External Asset data indicate that Phase 2 attainment is outstanding, but good in Phases 3 and 4. PISA 2022 indicates that the school is scoring below the OECD average. TIMSS 2023 results are above the international average. There are no external assessments for science in Phase 1. - A majority of students in all phases demonstrate scientific knowledge, skills, and understanding above curriculum standards. In Phase 1, children are curious, exploring their surroundings and recording observations through hands-on activities, such as modelling the phases of the moon. In Phase 2, students show secure theoretical understanding of materials and states of matter, though practical inquiry skills are less well developed. In Phase 3, students carry out practical experiments confidently and safely, including investigations into acids and bases. In Phase 4, students compare the properties of isomers and deduce their importance in medicine. In Phases 3 and 4, students use scientific terminology accurately, but their ability to plan investigations independently remains underdeveloped. - Overall, the large majority of groups make above expected rates of progress, but insufficient challenge means that high-attaining students do not always make the progress they are capable of.	
	Areas of Strength	Areas for Improvement
	- Students use of scientific terminology accurately and their secure conceptual understanding, particularly in Phases 3 and 4. - Children in Phase 1 strong curiosity and observational and recording skills through practical activities.	- Students' ability to plan investigations independently and report findings, particularly in phases 3 and 4. - Students' practical inquiry skills in Phase 2.



Other subjects	- Students' achievement in other subjects is good in all phases. In lessons and recent work, a majority of students make above expected rates of progress in all phases. - The school's internal assessment data show attainment in the Indian languages of Hindi, Malayalam, Tamil, and Urdu, and of other subjects such as computer science, and marketing, is very good or better (outstanding in IT, multi-media, Informatics) across all phases where they are offered except Tamil in Phase 2, and Hindi, home science, and business, in Phase 4, which are good. Accountancy and economics in Phase 4 are acceptable. In lessons and in recent work, attainment also showed variability, but overall, students' attainment across other subjects is good, except in Malayalam in Phase 3, Economics and Marketing in Phase 4, and IT across Phases 2, 3, and 4, where it is very good. Comparable external assessment data were not available for other subjects. - The majority of students across all phases demonstrate knowledge, skills, and understanding above curriculum levels in other subjects. In Indian languages, including Hindi, Malayalam, Tamil, and Urdu, most students achieve above expectations and show secure language skills. In Phase 2, students acquire new vocabulary through songs, using phonological awareness and accurate blending. In Phase 3, Malayalam students lead discussions to infer meaning from poetry, demonstrating strong analytical and communication skills. Creative and purposeful writing is a strength in Hindi and Urdu in phases 3 and 4. However, reading is less developed and interest in reading for pleasure is limited across Indian languages. In Phase 4, marketing students apply their understanding of traditional and online marketing to UAE business contexts and present findings clearly. In IT, students design and program LEGO Spike Prime robots, though only a few adapt code creatively. In art and PE, students show secure foundational skills, but creativity, enterprise, and tactical skills are less well developed. - Overall, most groups of students make better than expected progress. However, higher-attaining students do not make the progress that they are capable of.	
	Areas of Strengths	Areas for Improvement
	- Students leading of learning, particularly in Malayalam in Phase 3 and marketing in Phase 4. - Students' creative and purposeful writing in Hindi and Urdu in phases 3 and 4.	- Students' reading for pleasure and wider reading habits across all Indian languages. - Students' creative imagination and enterprise skills across subjects.



Learning Skills	- The majority of students are eager to learn and increasingly take responsibility for their learning as they move through the school. Students routinely set goals and, in the upper phases, take targeted actions in response to feedback. - Students interact and cooperate well, working effectively in groups. They support each other in practical activities, such as scientific experiments and robotics tasks, and communicate their ideas confidently. - In the upper phases, students make secure connections between subjects, for example by applying graphs and formulae in physics and using Quranic teachings to address real-life situations in Islamic education. However, in the lower phases, students' ability to transfer learning across subjects and apply it to real-world contexts is less secure. - Students increasingly use technology to support learning, but independent research and evaluation of source credibility are less secure. While problem-solving in mathematics, inquiry in science, and text analysis in English are evident, higher-order thinking skills, including enterprise and innovation, are inconsistently developed across subjects.	
	Areas of Strengths	Areas for Improvement
	- Students' enthusiasm to learn and work collaboratively and support each other effectively in group tasks. - Students' growing responsibility for setting goals and acting on feedback.	- Students' ability to transfer learning across subjects and apply it to real life, especially in Phases 1 and 2. - Students' enterprise, innovation, and independent research skills.



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

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

Indicators:	KG/Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Very Good	Very Good	Very Good	Very Good
- Students' personal development is very good across all phases. Students have positive attitudes towards learning. They are responsible, self-reliant, and respond well to critical feedback. Very positive behaviour is evident throughout the school day, creating a calm, productive, and healthy environment. Bullying is very rare. - Relationships between students and with staff are based on mutual respect. During lessons and in the playground, students help one another, showing empathy and care for those with additional learning needs. - Students demonstrate a secure understanding of safe and healthy lifestyles. They make healthy food choices and understand the importance of physical activity. Students enjoy PE lessons and actively engage in morning assembly exercises. The student council organizes activities to raise awareness of health issues such as breast cancer and diabetes. - Students' attendance at 97% is very good, and most arrive punctually to lessons.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
- Students demonstrate secure appreciation and understanding of Islamic values and practices. They can explain how Islamic values shape their personal life and the broader society. They actively participate in Islamic events to celebrate Hajj and the birth of Prophet Muhammad (PBUH). Students perform prayers on time in the designated prayer rooms and recite verses from The Holy Qur'an regularly during morning assembly. - Students are very knowledgeable about the UAE's heritage and culture, celebrating national occasions such as Flag Day and National Day with respect. Students have a clear understanding of the UAE's heritage and how the past influences today's society. - Students show a secure understanding of their own culture and how it compares with Emirati culture. They demonstrate interest in learning more about the world and other countries, engaging in activities such as the Model United Nations (MUN) and cultural day. In Phase 1, children actively participate in the Global Heritage Walk. However, students' knowledge and understanding of other world cultures is less secure.				



Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good
- Students have a well-developed sense of civic responsibility. They engage and sometimes initiate projects and activities that help make a difference in the school and the wider community. They collaborate with the Red Crescent and Sharjah Charity House to collect contributions for needy people. They engage well with professionals in the local community, learning about healthy living, first-aid, and what to do in emergencies. - Students show a positive work ethic and actively participate in activities and projects, such as those provided through the engineering and science clubs. They also participate in national and international competitions, such as the 'Mock Green Business Summit', which allows students to showcase their enterprise skills. While students can generate good ideas, only a minority carry them through independently. - Students care for the school environment with responsibilities detailed on classroom walls. In Phase 1, children create 'Sea Creatures' from recycled materials, and older students demonstrate a strong awareness of environmental issues through participation in sustainability projects such as the Clean the Desert campaign. Some students also had the opportunity to connect environmental awareness with global goals through Science Week, Hope 25, and a mock 'COP 30'.				
Areas of Strength:				
- Students' positive attitudes and respectful behaviour. - Students' understanding and appreciation of Islamic values and UAE heritage and culture. - Students' community involvement, including in school and in the wider community.				
Areas for Improvement:				
- Students' deeper understanding of other world cultures. - Opportunities for students to independently initiate and sustain innovative projects.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG/Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Good	Good	Good	Very Good
- The quality of teaching for affective learning and assessment is good overall, and very good in Phase 4. Teachers' subject knowledge and pedagogy are secure across the school. In Arabic as a Second Language (ASL), particularly in Phases 3 and 4, teachers do not consistently model standard Arabic pronunciation, which limits students' progress in speaking and listening - Teachers' plan engaging and well-structured lessons that are adapted to subject-specific requirements, such as the 5E model in science. Learning activities are logically sequenced. However, the level of challenge and use of resources are not always well matched to the needs of different groups, particularly higher-attaining students. - Positive relationships between teachers and students create an environment conducive to learning. Teachers are approachable and students feel free to ask for help. Teachers use questioning effectively to check for understanding, using open ended questioning to develop higher order thinking and problem solving, particularly in mathematics and science. - In Phase 1, learning environments are print-rich and visually stimulating, with well-resourced learning centres that promote inquiry and exploration, though these are not always used to maximise impact on learning. In other phases, technology is mainly used for assessment and information retrieval and is not consistently used to develop innovation, enterprise, or higher-order thinking.				
Assessment	Very Good	Very Good	Very Good	Very Good
- Assessment is very good across all phases and increasingly consistent, coherent, and well aligned to Indian curriculum standards. Internal assessment processes are rigorous and provide valid and reliable measures of students' achievement. Phase 1 tracking systems are particularly strong, supported by a highly effective rubric. The school benchmarks outcomes against a wide range of external assessments, including CBSE, ASSET, TIMSS, PISA, PIRLS, and more recently IBT for Arabic medium subjects. A key strength is the strong alignment between ASSET outcomes and internal assessment results, demonstrating high reliability and transparency, although the use of IBT is still being embedded. - Assessment information is analysed well and with increasing rigour to monitor cohorts over time. Leaders ensure data is moderated, accessible, and systematically used to identify trends and learning gaps, which are clearly prioritised. This enables leaders and teachers to				



have an accurate understanding of students' performance and supports effective accountability and quality assurance across the school.

- Assessment is used effectively to inform planning and feedback, supporting task design at different levels and short- and medium-term planning. Teachers have secure knowledge of students' strengths and next steps and provide clear verbal feedback in lessons, alongside structured and developmental written feedback, particularly in the upper phases of English medium subjects. Students engage in self- and peer-assessment and increasingly use feedback to set learning goals. However, assessment information is not yet used consistently to personalise learning or extend challenge for all groups of students.

Areas of Strength:

- Secure subject knowledge, effective lesson planning, and positive teacher–student relationships which support learning.
- Rigorous assessment and accurate analysis of data ensuring that the tracking of students' progress is reliable.
- Constructive feedback and self- and peer-assessment to help students improve and set goals.

Areas for Improvement:

- The use of assessment data to personalise and provide appropriate challenge for all student groups.
- The external benchmarking processes for Arabic as a Second Language.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG/Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Good	Good	Good
- Curriculum design and implementation are good across all phases. The curriculum has a clear rationale and is broad, balanced, and aligned with the school's vision and values. The school delivers the Indian curriculum from Grades 1 to 12, integrated with Ministry of Education requirements, and meets all statutory expectations. - A structured approach to curriculum planning ensures continuity and progression. A wide range of curricular options enables older students to develop their talents, interests, and aspirations, and prepares them well for the next stage of education within and beyond the school. - Cross-curricular links are planned and often meaningful, supporting students' transfer of learning, particularly in science and Islamic education. However, implementation is inconsistent. Although leaders conduct regular curriculum reviews, these are not always sufficiently rigorous to identify gaps in provision, especially in Phase 2 and in Arabic as a Second Language.				
Curriculum adaptation	Good	Good	Good	Good
- Curriculum adaptation is good overall. The school adapts the curriculum effectively to meet the needs of most groups of students. However, provision does not consistently extend higher-attaining students or fully meet the needs of new joiners and students requiring additional support in English and Arabic. - The curriculum is engaging and provides a range of motivating opportunities. Enterprise, innovation, creativity, and social responsibility are promoted mainly through extra-curricular activities, including sports and academic competitions. However, these elements are not yet consistently embedded within lesson planning to maximise impact on learning. - A range of appropriate learning experiences supports students' understanding of Emirati culture, UAE society, and national values, contributing positively to their personal and social development.				



Areas of Strength:

- A clear, coherent curriculum aligned with the school's vision, which ensures continuity and progression across all phases.
- A broad curriculum offer that prepares students well for the next stage of education.
- Learning experiences that promote understanding of Emirati culture, UAE society, and national values.

Areas for Improvement:

- Curriculum adaptation to better meet the needs of higher-attaining students, new joiners, and learners requiring additional support in English and Arabic.
- The consistency of cross-curricular implementation and the rigour of curriculum review, particularly in Phase 2 and in Arabic as a Second Language.



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

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

Indicators:	KG/Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good
- The school has rigorous and well-established procedures for safeguarding, protection, and supervision of students. Staff, students, and parents are well informed and aware of these procedures. Requirements for students' welfare, including cybersecurity, are communicated effectively through assemblies, meetings, digital platforms, displays, and targeted awareness sessions. The health and safety committee plays an effective role in monitoring all aspects of child protection and welfare. - School buildings, facilities, and equipment are very well maintained, clean, and hygienic. Comprehensive records are kept for maintenance, incidents, and follow-up actions. Leaders demonstrate strong accountability for students' health and safety, including transport arrangements and internal and external activities. The premises provide a safe and secure environment that supports learning well, although a small number of classrooms are slightly crowded. Regular checks, including evacuation and fire drills, are carried out and securely documented. - The school promotes healthy living and wellbeing effectively through physical education and nutrition education. The impact is visible in displays, students' work, and students' informed food choices. Targeted programmes to address obesity and improve physical fitness further support students' wellbeing.				
Care and support	Good	Good	Good	Good
- Relationships between staff and students are highly positive, contributing to a calm and respectful learning environment. Behaviour management systems are well established and consistently implemented through clear policies, digital reporting systems, reflection tools, and access to counselling and medical support. - Attendance and punctuality are managed effectively. Systems for monitoring, rewarding high attendance, and engaging parents ensure timely follow-up and sustained improvement. - Systems to identify students with additional learning needs, including students of determination and gifted and talented, are thorough and systematic. Identification begins at				



admission and is strengthened through teacher observations, internal and external assessments, and performance data, enabling early and accurate identification of needs and strengths.

- Support for students with additional learning needs is generally effective. Most students of determination have individual education plans, with progress tracked through clear monitoring systems. Provision includes in-class and withdrawal support, examination accommodations, and collaboration with external specialists. Gifted and talented students benefit from enrichment and competitions. However, in-class challenge does not consistently maximise their potential.
- Guidance for students' well-being and personal development is very effective. Counsellors monitor emotional and academic well-being, supported by mental health initiatives and the WISH Hub for older students. Transition arrangements and comprehensive career guidance, including parental engagement and alumni tracking, support informed post-school pathways.

Areas of Strength:

- Strong safeguarding and health and safety arrangements.
- Positive staff–student relationships and effective behaviour management.
- Very effective wellbeing and career guidance for students.

Areas for Improvement:

- Learning spaces in a small number of classrooms that limit effective learning.
- In-class support and challenge for students with additional learning needs, including students of determination and the gifted and talented.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Very Good
Governance	Good
Management, staffing, facilities, and resources	Good

- Leadership and management are good overall. Leaders provide a clear strategic direction that promotes students' holistic development, global citizenship, and positive values. UAE and Sharjah priorities are appropriately embedded within improvement planning, and the school demonstrates a secure commitment to inclusion and wellbeing through its policies and systems. However, the impact of leadership on improving learning outcomes is not yet fully consistent, particularly in extending high-attaining and G&T students across subjects.
- Leaders foster a collaborative culture and communicate effectively with staff and parents, contributing to a positive learning climate and strong stakeholder confidence. They demonstrate a strong capacity to improve through investment in innovation laboratories, strengthened inclusion systems, and enhanced professional development. Leaders promote a culture of shared responsibility and reflective practice. Middle leadership is developing, and distributed leadership structures support improvement across phases. While operational leadership is secure and statutory requirements are consistently met, the impact of leadership actions on teaching quality is not yet uniform, limiting stronger outcomes in some area.
- Self-evaluation processes are systematic and informed by a broad evidence base, including assessment data, lesson observations, and stakeholder feedback. Since the previous review, leaders have improved aspects of teaching, assessment, and inclusion, supported by clearer tracking systems and focused professional development. However, priorities within improvement planning are not always sharply defined, and links between self-evaluation findings and measurable outcomes require further strengthening. Monitoring of teaching remains largely process-driven, with insufficient emphasis on evaluating learning impact, which constrains leaders' ability to demonstrate sustained improvement in achievement.
- Partnerships with parents and the wider community are a clear strength. Parents are well informed about their children's academic and personal development through strong communication systems, including WhatsApp groups, open houses, workshops, and termly reporting. Parents contribute actively to school life through early childhood activities, reading sessions, careers talks, and participation in events. Their feedback influences decision-making, strengthening trust and shared responsibility.



- National and international partnerships enrich students' learning. These include community-based projects, environmental campaigns, twin school collaborations, and large-scale student-led initiatives such as the PACE MUN conference and the HOPE Climate Action programme. These partnerships broaden students' global awareness, leadership, and civic responsibility.
- Governance is effective and appropriately structured, with representation from key stakeholder groups. The board is well informed through regular reporting, surveys, and monitoring activities. Governors scrutinise academic performance, wellbeing, and health and safety, enabling them to hold leaders to account. While governance contributes positively to school improvement and has supported developments such as new facilities, its impact on addressing ongoing challenges, including overcrowding in a small number of classrooms and the induction of newly arrived students, is not yet fully evident.
- Day-to-day management is well organised, ensuring smooth routines and a safe, orderly learning environment. Staffing is sufficient and stable, supported by regular professional development. Facilities and resources, including innovation labs and specialist learning spaces, support inquiry and creativity. However, the effective use of resources to consistently enhance challenge and learning outcomes across classrooms remains variable, preventing leadership and management from achieving higher impact.

Areas of Strength:

- Very well-organised and efficient day-to-day management of the school.
- Effective communication ensuring parents are well informed about their children's progress.
- Governors' challenge and support for school's leadership that impacts positively on performance.

Areas for Improvement:

- The alignment between self-evaluation and improvement planning, with clearer prioritisation of actions.
- The monitoring of impact, focusing more consistently on how teaching improves learning outcomes.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has no Arab students. Staffing for Arabic as an additional language is adequate, with a 1:30 teacher–student ratio and no support staff. The library contains 780 hardback books, including a suitable range of Arabic fiction and non-fiction, and students attend bilingual library sessions.
- Classroom reading provision includes the use of Microsoft Teams Reading Progress to monitor fluency and pronunciation, alongside weekly I Start Arabic assignments that develop all language skills. Dedicated reading-focus periods are infrequent.
- An Arabic club provides enrichment for higher-attaining students through intra-school storytelling, writing, and poetry competitions, and participation in inter-school events such as calligraphy, elocution, and the Arabic Language Creative Challenge. Parents support early reading at home and contribute to the 50 Exchanges programme through recorded video clips.

The school's use of external benchmarking data

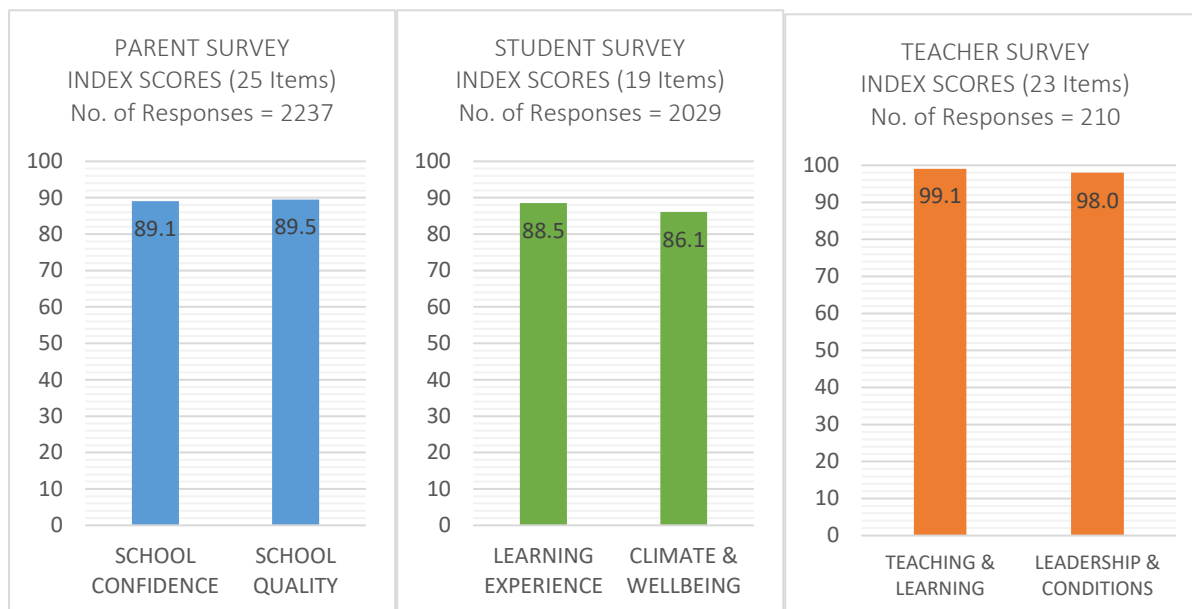
- All students in Grades 3–9 take ASSET annually, and CAT4 is administered in Grades 3, 5, 7, and 9. TIMSS and PIRLS are completed by all students selected in the relevant grades, while PISA assessed 48 eligible 15-year-olds in 2022. All students in Grades 10 and 12 sit the CBSE examinations each year. IBT will be introduced in 2026 for all ASL students in Grades 3–10.
- The school follows a consistent preparation policy for international assessments. “ASSET A DAY” practice is embedded in English, mathematics, and science lessons from Grades 3–9, and a dedicated platform supports PISA and TIMSS-style question practice. Science and mathematics teachers have completed SPEA-led training, and the school provides ongoing hands-on training in PISA, TIMSS, PIRLS, and ASSET question types.
- ASSET and CAT4 reports are accessible to all stakeholders through the school portal, with plans to upload all international assessment results in the future.

Provision for KG

- KG (Phase 1) provision has strengthened considerably since the last review. Each class has two teachers, ensuring a 1:14 teacher–child ratio, with no additional support staff. Classrooms provide well-resourced indoor and outdoor learning areas that enable continuous and free-flow activities. Specialist facilities, including a STEAM room, rumpus room, cycling track, creative expression room, and outdoor play spaces, promote holistic development. Technology is introduced appropriately through TVs and Chromebooks.
- Teaching is increasingly child centred. Although not yet fully embedded, children show confidence, strong social skills, self-regulation, and growing independence. Induction and transition arrangements are thoughtfully structured, with gradual changes in routines and a clear focus on developing independence. The use of “I-can” self-affirmations is a distinctive feature that supports children’s well-being. Records of learning and curriculum reviews are shared to ensure continuity and progression.
- Parents receive clear communication about routines and transitions. Phase 1 teachers maintain weekly contact with children who have moved to Grade 1 to support their successful adjustment.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise students' achievement to a consistently very good level across all subjects and phases, by:
 - Improving teachers' use of assessment data to support all groups of students, personalising learning to challenge high attainers and G&T students.
 - Providing more opportunities in lessons to develop students' enterprise, innovation, and independent research across subjects and phases.
 - Adapting the curriculum by introducing an intensive 'language booster' programme for new joiners at all levels.
 - Implementing a whole-school literacy project in phase 2, with greater emphasis on extended writing and reading with fluency and expression.
 - Grouping students as beginners, middle, or advanced language learners when timetabling Arabic-as-a-second-language classes.
 - Improving the speaking skills of language teachers, particularly accuracy and pronunciation in Arabic and English.
 - Utilising the library and learning centres more effectively for independent research and reading for pleasure by scheduling dedicated reading sessions and broadening available materials.
- Strengthen leaders' self-evaluation and improvement planning, by:
 - Using a wider range of benchmarking assessments, including for Arabic, more rigorously in the self-review process.
 - Extending the school's annual external assessment reviews to update the self-review form and the SIP.
 - Strengthening accountability for improvement planning through clearer prioritisation and delegation.
 - Monitoring more rigorously the impact of strategies to improve teaching for effective learning, with greater focus on student outcomes, including higher-order thinking and subject-specific skills.



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.