



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

AL DHIA AL SCIENTIFIC PRIVATE SCHOOL
27 to 30 January 2025

Overall
Effectiveness
Rating:
ACCEPTABLE

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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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

Judgements



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

Outstanding	The quality of performance substantially exceeds the expectations of the UAE
Very good	The quality of performance exceeds the expectations of the UAE
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	192
	School location	Al Ghubaiba, Sharjah
	Establishment date	2011
	Language of instruction	Arabic
	School Curriculum	Ministry of Education (MoE)
	Accreditation body	MoE
	Examination Board	MoE
	External Assessments International and Curriculum Benchmark Assessments	Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS) International Benchmark Tests (IBT) Test of Arabic Language Arts (TALA)
Staff	Fee Range	AED 5,000 to AED 13,000
	Principal	Kholoud Fahmi Mustafa
	Chair of board of governors	Nesrine Salaheddine
	Total number of teachers	55
	Total number of teaching assistants	6
	Turnover rate	34%
Students	Teacher: student ratio	1:16
	Total number of students	870
	Total number of students per cycle	KG: 150 Cycle 1: 361 Cycle 2: 297 Cycle 3: 62
	Pre-KG: number and gender	Boys: N/A Girls: N/A
	KG: number and gender	Boys: 79 Girls: 71
	Cycle 1: number and gender	Boys: 193 Girls: 168
	Cycle 2: number and gender	Boys: 164 Girls: 133
	Cycle 3: number and gender	Boys: 38 Girls: 24
	Total number of Emirati students	8
	Pre-KG: Emirati number and gender	Boys: N/A Girls: N/A Boys: 0 Girls: 1

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	KG: Emirati number and gender	
	Cycle 1: Emirati number and gender	Boys: 1 Girls: 1
	Cycle 2: Emirati number and gender	Boys: 4 Girls: 0
	Cycle 3: Emirati number and gender	Boys: 0 Girls: 1
	Nationality groups (largest first)	1. Syria
		2. Sudan
	Total number of students with special educational needs	52



PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 130 lesson observations, 46 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the same as the previous review visit. Most students attain in line with curriculum standards except in Arabic, Islamic education and social studies in Kindergarten (KG) and Cycle 3 where students' attainment is good. Students' learning skills are adequate, although their innovation skills are less strong. Students' personal development and their understanding of UAE heritage are good. The quality of teaching and assessment and the curriculum is acceptable. Teachers generally focus on building knowledge rather than developing students' skills, particularly in KG and Cycle 1. Teachers' use of assessment data in their teaching is less consistent. Good support and guidance, positive relationships and consistent safety processes ensure students' safety on the school's premises. Leadership and management are acceptable. Senior leaders are developing stronger partnerships with parents which have a positive impact on the learning environment, staff morale and students' behaviour. There is acceptable capacity to improve.

KEY AREAS OF STRENGTH:

- Students' respect for the culture and heritage of the UAE and their understanding and application of Islamic values in their daily lives.
- Staff relationships and staff morale that contribute to the school's overall positive environment.
- The partnerships with parents and the community that make positive contributions to the school, promote a sense of shared responsibility and reinforce the school's commitment to providing a supportive education for students.
- The efficient running and the effective day-to-day management of the school.

KEY AREAS FOR IMPROVEMENT:

- The quality of teaching and students' achievements across all subjects and all cycles.

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- Students' independent learning skills, particularly their critical thinking, problem-solving, inquiry, research, and innovation.
- The use of assessment that tracks students' progress and meets the needs of all individuals and groups of students in lessons, particularly those who are gifted and talented (G&T).
- Leadership at all levels so that robust self-evaluation contributes toward clear improvement targets that are measured and monitored and lead to improved outcomes for students.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.

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

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Islamic Education

- Students' achievement in Islamic education is acceptable overall. Internal data shows that students make outstanding progress across all cycles. In lessons and in students' work, most students in Cycles 1 and 2 make expected progress and the majority of students in KG and Cycle 3 make better than expected progress over time.
- The school's internal data shows that attainment is outstanding across all cycles. In lessons, most students in Cycles 1 and 2 attain in line with curriculum expectations, and a majority in KG and Cycle 3 attain above. There is no external examination data for Islamic education.
- Most students make acceptable progress overall. In KG, the majority of children recite verses of Surat Al Teen and Zaytoon. In Cycle 1, students appreciate the value of honesty and good ethics and the importance of fasting in Islam; a few cannot interpret some words of the Noble Hadeeth correctly or explain the content of verses. Most students in Cycle 2 recognise the etiquette of travelling and the relevant prayers. A few apply Tajweed rules in their recitation of the Holy Qur'an. In Cycle 3, the majority of students appreciate the value of society and justice in Islam. They can explain the main themes of Surah, research and interpret Qur'anic verses. Students' recitation skills of the Holy Qur'an are less secure.
- All groups including the less able and students with special educational needs (SEN) make expected progress.

Areas of Strength

- Students' understanding of honesty and good ethics in Muslims' lives in Cycle 1.
- Students' recognition of the value of society and justice in Islam in Cycle 3.

Areas for Improvement

- Students' ability to interpret the Noble Hadeeth in Cycle 1.
- Students' application of Tajweed rules in oral recitation of the Holy Qur'an in Cycle 2.
- Students' ability to explain fully the content of the verses in Cycle 3.



Arabic as a First Language (AFL)

- Students' achievement in Arabic as a First Language (AFL) is acceptable overall. Internal data shows outstanding progress. In lessons and in students' work, most students in Cycles 1 and 2 make expected progress and a majority of students in KG and Cycle 3 make better than expected progress over time.
- Internal data shows outstanding attainment across all cycles. In lessons, most students in Cycles 1 and 2 attain in line with curriculum expectations while majority attain above in KG and Cycle 3. The 2023-24 TALA examination results indicate that students attain above curriculum expectations in Cycle 1, whereas students' attainment is below curriculum expectations in both Cycles 2 and 3.
- Most students make acceptable progress. In KG, the majority of children can identify letters and words, although their skills in forming letters are less strong. In Cycle 1, most students can speak in short phrases, use context clues to identify synonyms and deduce the main idea from a text. Students' writing skills are less well developed. In Cycle 2, most students can read with reasonable understanding and identify similes in a text, a few students can apply figurative language in their writing. By Cycle 3, the majority of students can extract ideas from a text, such as finding solutions to develop agriculture in small villages. Students' speaking skills using standard Arabic is inconsistent in this cycle.
- All groups of students make expected rates of progress.

Areas of Strength

- Students' speaking skill in Cycle 1.
- Students' ability to extract main ideas from a text in Cycle 3.

Areas for Improvement

- Children's letter formation skills in KG.
- Students' ability to apply figurative language in their writing in Cycle 2.
- Students' ability to speak using standard Arabic in Cycle 3.



Social Studies

- Students' achievement in social studies is acceptable overall. Internal data indicates outstanding progress across all cycles. In lessons, most students in Cycles 1 and 2 make expected progress and majority of students in KG and Cycle 3 make better than expected progress over time.
- The school's internal data shows outstanding attainment. In Cycles 1 and 2, most students attain in line with curriculum expectations and the majority of students in KG and Cycle 3 attain above. There is no external examination data for social studies.
- Most students make acceptable progress. In KG, the majority of children recognise the colours of the UAE flag and are aware of the importance of planting wheat in the UAE. In Cycle 1, most students differentiate between beaches and valleys although their map reading skills are less developed. In Cycle 2, most students recognise geographical information and the main sources of energy in the UAE. A few cannot analyse data or transfer numbers in a table to informational texts. In Cycle 3, the majority of students recognise terminology such as population growth and the information economy. They can discuss tourism in the UAE. A few do not understand what is meant by the term unemployment rate and its impact on society.
- Overall, all groups of students make similar rates of progress.

Areas of Strength

- Students' recognition of the UAE flag in KG.
- Students' understanding of terminology such as population growth and the information economy in Cycle 3.

Areas for Improvement

- Students' map reading skills in Cycle 1.
- Students' ability to analyse data and transfer numbers in a table to informational texts in Cycle 2.
- Students' deeper understanding of unemployment and its impact on society in Cycle 3.



English

- Students' achievement in English is acceptable. Internal data shows outstanding progress in Cycle 1, good progress in Cycle 2 and very good progress in Cycle 3. This is not seen in lessons and students' work where progress over time is acceptable across KG and Cycles 1, 2 and 3.
- Internal assessment data indicates very good attainment across all cycles. In lessons, attainment is acceptable. IBT examination results for 2023-24 for Grades 3 to 10 indicate most students attain above curriculum standards. There is no external data for KG.
- In lessons, most students make expected progress. KG, children build their knowledge of letters and recognise and pronounce some short 3-letter words and can match them to pictures. Their ability to build and read short sentences is underdeveloped. In Cycle 1, students continue developing their oracy skills through phonics and can construct short sentences. In Cycle 2, students use their oracy skills to discuss traditional foods. Students ask and answer simple questions. By Cycle 3, students can discuss a variety of topics including solar energy and its uses, using technical vocabulary. Students' reading, pronunciation and extended writing skills are less developed across all cycles.
- Overall, higher-attaining students are not sufficiently challenged, students with SEN do not always receive effective support. Girls make better progress than boys particularly in Cycle 2.

Areas of Strength

- Students' oracy skills to engage in simple conversations in Cycle 2.
- Students' ability to discuss topics, using technical vocabulary in Cycle 3.

Areas for Improvement

- Children's ability to read short sentences in KG.
- Students' pronunciation and reading fluency skills across all cycles.
- Students' extended writing skills across all cycles.



Mathematics

- Students' achievement in mathematics is acceptable overall. In lessons and in their work, KG children and students in Cycle 3 make better than expected progress over time. In Cycles 1 and 2, students make expected progress over time. This does not match the school's internal data for all cycles which indicates that most students make better than expected progress in Cycles 1 and 3, while the majority make better than expected progress in Cycle 2. There is no internal data for KG.
- The school's internal assessment data indicates outstanding attainment for Cycle 1 and 3, and very good attainment in Cycle 2. In lessons and in students' work, most students attain in line with curriculum standards across KG and all other cycles. IBT results for 2023-24 indicate that students' attainment is below the Middle East (ME) score in Grades 3 to 7 and above the ME score in Grades 8 to 10. TIMSS data for 2023 for Grades 4 and 8 shows weak attainment across both grades.
- In lessons and in their work, most students attain in line with curriculum standards. The majority of children in KG and students in Cycle 3 demonstrate good progress, while students in Cycles 1 and 2 demonstrate acceptable progress. In KG2, children can count and add single digit numbers. In Cycle 1, students can identify equivalent fractions and use the concept to solve real-life problems, although they do not consistently use accurate terminology to explain their reasoning. In Cycle 2, students apply their knowledge of algebra to solve linear equations in different contexts. Students' ability to connect mathematical concepts remains less secure. In Cycle 3, students can add and subtract polynomials. Their reasoning skills to interpret complex word problems is underdeveloped.
- Overall, students with SEN and the more able make less progress than other groups as a result of insufficient support and challenge.

Areas of Strength

- Children's calculation skills in KG.
- Students' algebraic skills in Cycle 3.

Areas for Improvement

- Students' accurate use of mathematical vocabulary in Cycle 1.
- Students' ability to connect mathematical concepts, particularly in Cycle 2.
- Students' reasoning skills to interpret complex word problems in Cycle 3.



Science

- Students' achievement in science is acceptable overall. In lessons and in their work, students make expected progress over time across all cycles. This does not match the school's internal data for all cycles which indicates that most students make better than expected progress. There is no internal data for KG.
- The school's internal assessment data indicates outstanding attainment in Cycle 1 and very good attainment in Cycles 2 and 3. IBT results for 2023-24 for Grades 3 to 10 indicate that attainment is below the ME average in both cycles. TIMSS data for 2023 for Grades 4 and 8 shows weak attainment in both cycles.
- In lessons and in their work, most students attain in line with curriculum standards and make expected progress. In KG, children understand the importance of eating healthy food. In Cycle 1, students develop their understanding of the weather and climate; they can identify a thermometer for measuring temperature and link it to the weather in the UAE. In Cycle 2, most students can differentiate between physical and chemical changes, and separate mixtures during a laboratory experiment. Most students in Grade 9 can apply Newton's laws of motion in physics. Students' ability to develop their scientific thinking and investigative skills, and their ability to transfer their scientific learning to other subjects are underdeveloped across all cycles.
- Most groups make expected progress including low-attaining and students with SEN. High-attaining students do not always achieve their full potential because they are not challenged sufficiently in lessons.

Areas of Strength

- Children's ability to link learning to real life in KG and Cycle 1.
- Students' understanding of basic scientific terminology in Cycles 2 and 3.

Areas for Improvement

- Students' scientific thinking skills across all cycles.
- Students' investigative skills across all cycles.
- Students' ability to transfer scientific learning to other subjects across all cycles.



Other subjects

- Students' achievement in other subjects is acceptable. The school's internal data indicates outstanding progress in visual arts, physical education (PE) and design and technology in KG and across all other cycles. In lessons, most students make acceptable progress over time.
- There is no external assessment data for other subjects. In visual arts, PE and design and technology, most students attain in line with curriculum standards and expectations across all cycles.
- In PE, most students make acceptable progress. Students develop basic skills such as passing the ball and rebounding. They improve their gross motor skills and develop flexibility, endurance and muscular strength. Students do not consistently participate in team games in the girls' section. In design and technology, the majority of students make expected progress in line with curriculum standards. In Cycle 2, girls draw 2-Dimensional and 3-Dimensional shapes using an online platform. Boys build simple electric circuits using electronic components. In art, students develop a sound understanding of colour and texture. Children can construct simple compositions of a landscape using geometric shapes in KG. As they progress through the school, students develop their artistic free drawing skills and create artwork, such as a sunset scene using basic techniques and mediums. Children make limited progress in pretend play in KG.
- Boys make better progress than girls in digital technology and in PE. More able students do not consistently make the progress of which they are capable across all other subjects as a result of insufficient challenge.

Areas of Strength

- Students' endurance and enthusiasm in PE and their skills in design and technology in the boys' section.

Areas for Improvement

- Students' participation in team games in the girls' section.
- Students' creativity and artistic skills across all cycles.
- Children's pretend play to enhance their imagination in KG. cycles



Learning Skills

- Students' learning skills are acceptable overall. Students respond to teachers' questioning. Older students work without direction and sometimes take the initiative in planning their next steps. A few children in KG lead the morning assembly and in some science lessons, students engage in peer evaluations.
- In KG, a minority of children complete tasks on their own without their teachers' support, and the more able can discuss what they have learned. Students in Cycle 1 cooperate well in groups although they are not consistently independent learners. In English in Cycle 2, groups of students discuss international food and share their countries' traditional recipes.
- Students generally make appropriate real-life connections. In KG, children make use of their surroundings to name objects beginning with a specific letter. In Cycle 3, students can compare the UAE's income from tourism with that of other countries, demonstrating good communication skills. Students' ability to transfer learning between subjects is underdeveloped across all cycles.
- Students are developing some appropriate innovation skills, particularly in Cycles 2 and 3, although this is not always seen during lessons. Students sometimes research topics in Arabic, such as renewable energy and agriculture in Sharjah. Some students use laptops to access online platforms although few do this. More able students create a solar charger for a radio and rechargeable lights. Students' problem-solving and critical thinking skills are underdeveloped.

Areas of Strength

- Students' communication skills in Cycle 3.

Areas for Improvement

- Students' independent learning skills, particularly in KG and Cycle 1.
- Students' ability to transfer their learning across subjects across all cycles.
- Students' problem-solving and critical thinking 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	Good	Good	Good	Good
<ul style="list-style-type: none">Students demonstrate positive, courteous and responsible attitudes. They develop self-reliance through various school activities. Children in the KG sometimes rely on teachers' support during times when they work seated.Students are self-disciplined and understand what is expected of them; consequently, bullying is rare. Relationships across the school are respectful and polite and students help each other. Older students participate in organising events and activities at school.Students understand the importance of healthy eating and sometimes engage in school activities such as the healthy food day. Their adoption of healthy eating habits remains inconsistent.Students attend school and generally arrive to lessons on time. At 96%, attendance is very good. A minority arrive late to assembly.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">Students demonstrate respect and appreciation of the UAE heritage. They have a deep understanding of Islamic values. Students recite the Holy Qur'an verses every day during the morning assembly and participate in the Holy Qur'an competitions in their local community. Students celebrate The Holy Month of Ramadan and lately Al-Isra'a and Mi'raj.Students are knowledgeable about the traditions and heritage of Emirati culture. They celebrate national events, such as National Day, Union Day, Flag Day and Martyrs' Day.Students are respectful of their own and other world cultures. They appropriately engage in celebrations such as International Day. Students' understanding of other world cultures is underdeveloped, particularly in the lower cycles.				



Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Older students engage in a range of activities such as volunteering with the Emirati Red Crescent. They also visit retirement homes to share their homemade gifts with the elderly. Volunteering opportunities for younger students are insufficient.Students exhibit some creative ideas. The development of their innovation skills is insufficient in lessons. A few students in Cycle 2 engage in more advanced projects such as creating solar-powered mobile chargers.Students sometimes participate in sustainability projects, such as recycling and the plantation in Sharjah. Older students understand the importance of environmental conservation. Children in KG planted seeds and flowers in the school's garden.				
Areas of Strength:				
<ul style="list-style-type: none">Students' courteous behaviour and their respectful relationships across the school.Students' appreciation of the Emirati culture.				
Areas for Improvement:				
<ul style="list-style-type: none">Students' consistent adoption of healthy lifestyles.Students' involvement in volunteering in KG and Cycle1.Students' innovation and enterprise skills.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable

- The overall quality of teaching for effective learning is acceptable. Better practices are seen in Cycle 3 Arabic-medium subjects, where teachers consistently make appropriate use of time and resources and engage students in extended discussions. In Cycle 1 mathematics, time management is less effective, and teachers do not always cover all the elements planned for the lesson. In some English lessons, students need more time to read and understand texts. Often teachers spend time on starter activities and concepts, leaving little time for the main learning activity. The effectiveness of teachers' lesson planning is variable across the school.
- Teachers' use of challenging open questions that engage students in dialogue is more effectively used in Arabic in Cycle 3. In English in Cycle 2, students think about how they can help to protect the environment, and in social studies, students research and discuss the dangers of nuclear energy. Teachers' use of challenging and open questioning is less evident in the lower cycles.
- Planning activities to meet the different needs of students is a developing feature across all cycles. Teachers sometimes use different levels of worksheets to challenge and support students, although these are not always sufficiently personalised to match students' differing abilities.
- Critical thinking, problem-solving and innovation skills are inconsistently developed across the school. In mathematics, students sometimes change word problems into equations. In Cycle 2 in digital technology, students build simple electrical circuits using electric components. Students' innovation skills are underdeveloped particularly across the lower cycles.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable
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- The school has appropriate internal assessment processes linked to its curriculum standards and provides suitable measures of attainment and progress for individuals and groups of students. Diagnostic tests in the core subjects measure students' progress and identify low

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and high achievers. Students participate in practice assessments before their final examinations.

- Students' results from IBT examinations and TALA, TIMSS and PISA are analysed and discussed during departmental meetings to support curriculum adaptations and teachers' lesson planning. Benchmarking informs middle leaders of students' levels of performance across subject areas.
- Teachers use assessment information to identify students with SEN and the attainment levels of different groups of students. Information is used to plan individual educational plans (IEP). Teachers do not consistently provide specific success criteria or constructive oral and written feedback to students to help them identify their next steps in learning. Teachers across all cycles have reasonable knowledge of their students.

Areas of Strength:

- Teachers' strategies in Cycle 3 Arabic medium subjects.

Areas for Improvement:

- Teachers' use of questioning to enhance dialogue in lessons across all cycles.
- Teachers' effective use of time and resources across all cycles.
- Teachers' use of analysed assessment data to plan and implement activities that are effectively matched to students different learning needs.
- Teachers' development of students critical thinking, problem-solving, innovation and independent learning skills.
- Teachers' consistent and regular feedback on students' work across all cycles.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The quality of the curriculum is acceptable. The curriculum is reasonably broad and balanced and follows all statutory requirements aligned to the MoE curriculum. Continuity and progression are supported through the graded textbooks and students are adequately prepared for their next phase of education, including students with SEN who use a modified curriculum.The school provides the general stream, and PE, digital technology and art as additional subjects. The range of curriculum choices for older students is limited. Teachers' planning of cross curricular links is insufficient in most subjects to facilitate students' transfer of learning. Links with the Emirati culture are well planned across all subjects and grades.Middle leaders conduct periodic curriculum reviews at the end of subject units. Assessment data is analysed, and, as a result adequate improvements are made to meet the academic and personal development needs of students.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Curriculum adaptation is acceptable overall. The school makes some adequate modifications to meet the needs of most groups of students. Curriculum modifications focus on lower-ability students and students with SEN. There is little evidence of challenge and support for G&T students or for high-ability students across all cycles.Opportunities for enterprise, innovation, creativity and social contribution are inconsistent across cycles and occur mainly outside lessons. Students conduct research about the Holy Qur'anic verses in Cycle 3. The science, technology, engineering, art and mathematics (STEAM) room sometimes promotes cross curricular innovative projects, for example the creation of a model electric car. The students' council voluntary team actively supports social contributions through the Sharjah humanitarian services. The school provides some extra-curricular activities and competitions to further develop students' personal and wider interests				



in Cycles 2 and 3. Activities in place, include the sports club, the spelling bee, and the science fair.

- Appropriate learning experiences are integrated throughout the curriculum to develop students' knowledge and understanding of the heritage and culture of the UAE. Islamic values are integrated into most aspects of students' lives through assemblies, lesson activities and the celebration of all national festivals.

Areas of Strength:

- Curriculum adaptation to meet the needs of students with SEN engaging in a modified curriculum.

Areas for Improvement:

- Curricular options for older students.
- Curriculum adaptation to support and challenge the more able and G&T students across all cycles.
- The range of extra-curricular activities particularly for KG and Cycle 1.



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 school has comprehensive safeguarding procedures in place, including health and safety, behaviour, and child protection and these are shared with parents and the school's community. Staff have received relevant training, and parents are aware of the safe use of social media. Senior students lead presentations on anti-bullying in assemblies to raise younger students' awareness. The school's environment is safe, secure, and hygienic; health and safety teams undertake regular risk assessments of the premises and resources, including fire evacuation. Supervision in the school and on the school's transport is efficient.Buildings and premises are well maintained. Records of welfare, and health and safety incidents are logged, including subsequent actions; medical files and medicines are stored securely in locked cabinets. There are ramps, although there is no lift for students with restricted mobility. The school accommodates students with restricted mobility by using classrooms on the ground floor.The school appropriately promotes a safe and healthy lifestyle. Students have opportunities to engage in PE lessons and external sports competitions, although students' participation in these activities is inconsistent.				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">Relationships are positive and respectful, and systems for managing behaviour are effective. Teachers share the school's code of conduct and behaviour rules with students and their parents and consistently apply the behaviour system to support students' self-reliance.Procedures to promote attendance and punctuality are effective and attendance is very good. Only a minority of students arrive late.				

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- The special educational needs coordinator (SENCO) identifies students with SEN in collaboration with an external medical centre. Teachers develop students' individual education plans (IEPs) in partnership with parents. Students with SEN receive good support from specialist staff outside lessons. In lessons, support is less effective.
- The school has systems and procedures for the identification of G&T students. Those identified participate in internal and external competitions to meet their interests. Challenge in lessons for these students is insufficient for them to make the progress of which they are capable.
- The social worker provides appropriate personal and academic guidance to ensure students' wellbeing and help them make choices about subjects and educational and career pathways based on their interests. Transition arrangements are in place, helping students meet their new teachers before the new academic year.

Areas of Strength:

- The procedures to keep students safe.
- The positive rapport between staff and students and the effective procedures to raise attendance.

Areas for Improvement:

- Support in lessons for students with SEN so that they make the rates of progress of which they are capable.
- Support and challenge for students who are G&T so that they achieve their potential.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

- The principal shares with staff, parents, and governors her vision and strategic direction which demonstrates commitment to the UAE's national priorities. The principal is supported by a group of middle leaders that oversees specific subject areas and who make suitable contributions to self-evaluation and school development processes. Senior and middle leaders demonstrate an appropriate understanding of the curriculum although they do not have a consistently clear understanding of best practices in teaching and learning. Therefore, their positive impact on raising students' achievement is not fully effective across all cycles and subjects.
- Morale is positive. Professional relationships and clear communication exist throughout the school. The principal adequately delegates leadership responsibilities, ensuring students receive appropriate care and support. Leaders at all levels are aware of their roles and responsibilities. They have not yet reached the stage where their judgments about students' achievement are consistently accurate. Leaders improved some aspects, maintained adequate performance, and ensured compliance. They demonstrate sufficient capacity to make further improvements.

Self-evaluation and improvement planning

Acceptable

- The principal involves all staff in the self-evaluation process pinpoints relevant areas for improvement and outlines suitable actions. The monitoring of teaching and learning is systematic and conducted regularly by middle and senior leaders. The lesson observation forms completed by school leaders during classroom visits and learning walks include relevant criteria and place more focus on teaching than on students' progress, limiting clear understanding of the impact of teaching and professional development on students' achievement and the targets and actions included in the self-evaluation form (SEF). Progress made on addressing previous recommendations, but improvements inconsistent and not sustained.

Partnerships with parents and the community

Good

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- The Parents' Council makes a positive contribution to the school's community and is involved in organising various events, notably those focused on promoting the UAE's culture and heritage and Islamic events and celebrations. Various communication methods, such as social media applications and face-to-face meetings ensure parents are well-informed about events and their child's achievements. The special educational needs' teachers maintain close communication with parents of students with SEN and provide them with regular updates on progress. Termly reports and meetings with parents provide adequate information about their child's academic progress and personal development. These reports do not sufficiently report on their child's next steps in learning.
- The school has established partnerships with several local organisations, including the community police and the Red Crescent. Leaders have formed partnerships with various schools in the area, working together to coordinate joint activities and sports competitions for students. The school's connections have positive effects on improving students' personal development and improving relationships. The school has very few links with international organisations.

Governance

Acceptable

- The board of governors, of which the owner is the chair, includes representation from most stakeholders, except representation from students or teachers. Governors have adequate knowledge of the school's needs and ensure statutory requirements are met. Governors ensure that resources are appropriate and deal with any emerging issues. Governors actively engage in school life with regular formal meetings and informal visits to school events and celebrations. They play a vital role in financial scrutiny and oversight.

Management, staffing, facilities and resources

Acceptable

- Most aspects of the school's operations are well organised and foster an environment conducive to learning. All routines and procedures, including timetabling arrival and dismissal, are effective, minimising any loss in learning time. Staff are suitably qualified, although a minority lack experience, and a significant number of teachers and middle leaders are recent appointments. A structured professional development programme is planned to respond to teachers' specific training needs. The impact of this programme on improving students' attainment and progress varies considerably across the school. The school's premises are sufficient and maintained to a safe standard. They provide adequate if limited space in many classrooms, particularly in KG and in the art classroom which hinders movement. There has been some renovation to the specialised facilities, including the



outdoor area and a new science laboratory. The school's resources do not promote hands-on or explorative learning and as such only support adequate curriculum delivery.

Areas of Strength:

- The positive relationships and high morale across the school.
- The open communication channels that promote positive and productive partnerships with parents.

Areas for Improvement:

- The use of external and internal data, and the revised focus of lesson observations to establish next step actions in school SEF that are linked to students' achievement.
- The impact of senior and middle leaders in ensuring that teachers use assessment data to inform their planning.
- The better management of space in KG and art classrooms to allow more opportunities for group and whole class activities.
- Resources that promote exploration and hands-on learning in all subjects.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The department has 8 teachers with a teacher to student ratio of 1:109. Teachers of Islamic education and social studies support students in reading and comprehension.
- There are 4,518 books for Arabic readers in the school's library. It is a combination of 518 fiction books, and 4,000 non-fiction books.
- An online library is accessible to students and many have access to educational platforms as well as the database of the American University of Dubai to support their reading.
- To extend students' reading skills, the school arranges competitions and joint visits to cultural institutions in the local community such as the Sharjah public library. Students engage in external competitions such as the Reading Challenge and the Emirates literature Foundation competition. Internal competitions include Seen and Jim and the little storyteller. Parents are encouraged to participate in reading activities.

The school's use of external benchmarking data

- In 2023-2024, students' participation in PISA was 2%, as only 13 students fell within the specified age range. The participation percentages for TIMSS for Grade 4 to Grade 8, 2023-24 IBT examinations for Grades 3 to 9 and TALA in 2024 was 100%. All students are registered for PISA in April 2025.
- The school conducts face-to-face and online workshops for parents to enhance awareness of external examinations. Parents can navigate an online platform to access results. Teachers receive specialised training on test usage, question formulation, and are encouraged to incorporate IBT questions into their daily lessons. Students receive training on how to prepare for external examinations through teachers providing them with past examination papers and further examination style questions through the platform.
- Workshops help parents gain insights into the importance of international testing. The Parents' Council ensures every parent has access to their child's results through regular communication and support.
- Results are communicated promptly through personalised log-in cards provided to each student for the checking of results. Immediate feedback allows students to identify areas for improvement.

Provision for KG

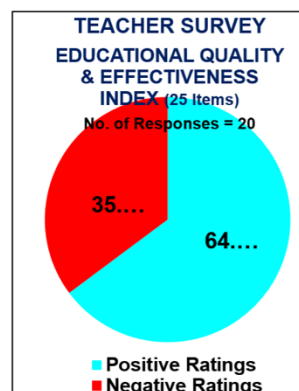
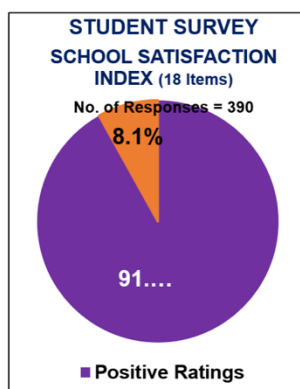
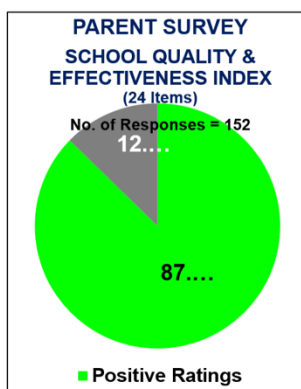
- There are 150 children in the KG, 2 KG1 classes and 4 KG2 classes. There is a KG supervisor, 6 classroom teachers, 2 English teachers, a PE teacher and 6 classroom assistants. The teacher student ratio is 1:17.
- KG is an enclosed section. Classrooms are small for the numbers of children with adequate facilities and resources. Wall displays showcase children's work, including various



celebrations and activities. There is an indoor play area with play equipment that is also used for PE. Outdoor facilities include a covered playground with colourful climbing frames, play equipment and enough space for assembly. There is no sand or water play equipment.

- New students and their parents are invited to an open day breakfast prior to term starting. Parents bring in traditional food, visit classrooms and participate in activities. Children are assessed based on their speaking skills and their social interactions with others. Parents are sent daily progress updates through social media and termly reports by email.
- When transitioning into Grade 1, children meet their new teachers at their graduation party and their academic record book is passed onto their new teachers.

VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve the quality of teaching and students' achievements to a consistently good or better level in all subjects and cycles by:
 - consistently engaging students in active learning from the start of the lesson in all subjects and grades.
 - raising expectations of what students can achieve and do in all subjects.
 - providing students with regular opportunities to develop their scientific investigation and practical skills following the scientific method in science.
 - providing sufficient opportunities for students to develop their reading, writing, and speaking skills in English across the school.
 - improving students' mental mathematics and word problem-solving skills through regular practice.
 - providing consistent opportunities in all lessons for students to develop their collaboration and communication skills.
 - planning regular opportunities for students to develop their critical thinking, problem-solving, inquiry, and independent learning skills in lessons across subjects and grades.
 - providing children in KG with regular opportunities to explore and learn through play.
 - ensuring that teachers consistently provide activities to effectively support the lower-attaining students and challenge the higher-attaining students in lessons across all subjects and grades.
- Improve the use of assessment data to reach at least a good level by:
 - ensuring teachers effectively use all types of assessment data, including internal and external, and match activities to students' needs.
 - consistently sharing specific success criteria and rubrics with students for deeper and more comprehensive self- and peer-assessment to help them identify their strengths and next steps.
- Improve the school leadership to raise effectiveness to at least a good level by:
 - improving monitoring of teaching and learning processes and tools to focus on the impact of teaching on students' outcomes.
 - holding the senior and middle leadership team accountable for raising students' attainment and progress.
 - developing a continuous professional development plan focusing on best practices in teaching and analysis of assessment data to drive instruction.
 - providing more subject-specific resources particularly for art and PE.



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

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

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

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