



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN  
Programme

# School Performance Review REPORT | (SPR)



إتقان ITQAN

**American School of Creative Science**  
10 to 13 February 2025

Overall  
Effectiveness  
Rating:  
**GOOD**

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## PURPOSE AND SCOPE

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

### Purpose

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

### Scope

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

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

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

**Performance Standard 1: Students' achievement**, comprising:

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

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

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

**Performance Standard 3: Teaching and assessment**, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

**Performance Standard 4: Curriculum**, comprising:

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

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

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

**Performance Standard 6. Leadership and management**, comprising:

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

### Judgements



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

<b>Outstanding</b>	The quality of performance substantially exceeds the expectations of the UAE
<b>Very good</b>	The quality of performance exceeds the expectations of the UAE
<b>Good</b>	The quality of performance meets the expectations of the UAE
<b>Acceptable</b>	The quality of performance meets the minimum level required in the UAE
<b>Weak</b>	The quality of performance is below the expectation of the UAE
<b>Very weak</b>	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	134
	School location	Industrial Area 17-Maliha Road, Sharjah
	Establishment date	2013
	Language of instruction	English
	School Curriculum	American
	Accreditation body	NEASC
	Examination Board	College Board
	External Assessments	Measures of Academic Progress (MAP)
	International and Curriculum Benchmark Assessments	Cognitive Abilities Test (CAT4) Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS) Progress in International Reading Literacy Study (PIRLS) Advanced Placement (AP) TALA assessment
(Staff)	Fee Range	AED 22,300 to AED 49,000
	Principal	Majd C. Hussain
	Chair of board of governors	Shadi Hassan
	Total number of teachers	265
	Total number of teaching assistants	103
	Turnover rate	20%
(Students)	Teacher: student ratio	1:15
	Total number of students	3,982
	Total number of students per phase	KG: 613 Elementary: 1,441 Middle: 863 High: 1,065
	Pre-KG: number and gender	Boys: 43      Girls: 36
	KG: number and gender	Boys: 247      Girls: 287
	Elementary: number and gender	Boys: 752      Girls: 689
	Middle: number and gender	Boys: 457      Girls: 406
	High: number and gender	Boys: 532      Girls: 533
	Total number of Emirati students	2,779
	Pre-KG: Emirati number and gender	Boys: 32      Girls: 22 Boys: 179      Girls: 211



	KG: Emirati number and gender	
	Elementary: Emirati number and gender	Boys: 554      Girls: 482
	Middle: Emirati number and gender	Boys: 336      Girls: 285
	High: Emirati number and gender	Boys: 332      Girls: 346
	Nationality groups (largest first)	1. UAE
		2. Egyptian
	Total number of students with special educational needs	177



## PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
<b>GOOD</b>	<b>GOOD</b>

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 8 reviewers' 180 lesson observations, 128 of which were carried out jointly with school leaders.

#### SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is the same as at the previous review in 2023. There have been uplifts in 35 elements of the UAE School Inspection Framework from acceptable to good, good to very good and very good to outstanding. Notably, the school has improved English achievement in every phase of the school, and students' understanding of Islamic values and UAE culture, as well as students' social responsibility, which are now outstanding features. The effective implementation of the school improvement plan has resulted in very high standards of care and support for all students and there are increased opportunities for gifted and talented (G&T) students, as well as those with special educational needs (SEN), to reach their full potential, though work remains to maximise their progress. Highly effective teaching and its impact on enabling children's very good achievement are particularly strong features in KG. The commitment to safeguarding children continues to be a real strength of the school, as is the high-quality facilities and resources. Leaders display a deep commitment to a shared school vision and ethos.

#### KEY AREAS OF STRENGTH:

- Children's achievement across all subjects in Kindergarten (KG), and students' achievement in Arabic as a First Language (AFL) across the school.
- Students' deep appreciation for Islamic values and UAE culture in line with the school's ethos.
- Teachers' highly effective strategies to engage children in successful learning in KG
- The school's comprehensive assessment analysis systems.





- The school's rigorous procedures to create a safe, secure and inclusive environment for all students.
- The school's very good strategic partnerships with influential stakeholders.
- The school's extensive high-quality facilities and resources, including integrated technology.

**KEY AREAS FOR IMPROVEMENT:**

- Students' achievement in Elementary and Middle, particularly boys in Middle.
- The level of challenge for higher attaining students within lessons.
- Teachers' use of assessment data in Elementary, Middle and High to modify the curriculum to meet the needs of all groups of students.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is overall good.**

Indicators:		KG	Elementary	Middle	High
Islamic Education	Attainment	Very Good	Good	Good	Good
	Progress	Very Good	Good	Good	Good
Arabic (as a First Language)	Attainment	Very Good	Very Good	Good	Good
	Progress	Very Good	Very Good	Good	Very Good
Arabic(as an additional Language)	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Social Studies	Attainment	N/A	Good	Good	Good
	Progress	N/A	Very Good	Good	Good
English	Attainment	Very Good	Good	Good	Good
	Progress	Very Good	Good	Good	Good
Mathematics	Attainment	Very Good	Good	Good	Very Good
	Progress	Very Good	Good	Good	Very Good
Science	Attainment	Very Good	Good	Good	Good
	Progress	Very Good	Good	Good	Very Good
Other subjects (Art, Music, PE)	Attainment	Very Good	Good	Very Good	Good
	Progress	Very Good	Good	Very Good	Good
Learning Skills		Very Good	Good	Good	Good



Islamic Education

- Students' achievement in Islamic education is good overall. It is very good in KG, and good in Primary, Middle and High. In lessons and in their work, a large majority of children make very good progress in KG and the majority of students make better than expected progress over time in Elementary, Middle and High. This does not match the school's internal data that shows outstanding progress in KG and High, and very good progress in Elementary and Middle.
- The school's internal assessment data shows that students' attainment is outstanding in KG and High, and very good in Elementary and Middle. This does not match with what is seen in lessons and in students' work. In KG, a large majority of children attain above curriculum expectations and the majority of students attain above curriculum expectations in Elementary, Middle and High. No external benchmarking data are available for Islamic education.
- Children in KG can correctly recite short Surahs from the Holy Qur'an, such as 'Al-Masad' and 'Az-Zalzalah, and explain two Pillars of Islam, fasting during Ramadan and performing Al-Hajj to Mecca. The memorisation and recitation of verses from the Holy Qur'an are well-developed, especially in KG, Elementary and High. In Elementary, students appreciate the advantages and rewards of fasting during the Holy Month of Ramadan and are aware of fasting invalidators. In Middle, students know the virtues of a good believer. Their in-depth understanding of the Holy Qur'an verses and the Prophet Muhammad's (PBUH) the Noble Hadeeth are less well-developed in Elementary and Middle. In High, students know why Islam is the religion of ease, mercy and forgiveness. They fully understand the negative impact of not telling the truth and the effect of good manners on individuals and society. Students' ability to apply teachings from the Holy Qur'an and the Prophet Muhammad's (PBUH) the Noble Hadeeth to real-life issues is under-developed.
- Overall, different groups of students make similar rates of progress.

**Areas of Strength**

- Students' ability to memorise and recite the Holy Qur'an, especially in KG, Elementary and High.
- Students' knowledge of why Islam is the religion of ease, mercy and forgiveness in High.

**Areas for Improvement**

- Students' in-depth understanding of the verses of the Holy Qur'an and the Noble Hadeeth in Elementary and Middle.
- Students' ability to apply teachings from the Holy Qur'an and the Prophet Muhammad's (PBUH) the Noble Hadeeth to real-life issues in High.



Arabic

- Students' achievement in Arabic as a First Language (AFL) is very good overall. It is very good in KG and Elementary and good in Middle and High. Arabic as a Second Language (ASL) students' achievement is good in Elementary, Middle and High. ASL is not taught in KG. In lessons and in their work, a large majority of children in KG, and students in Elementary and High make better than expected progress over time in AFL, while the majority of students make better than expected progress in Middle. This does not entirely match the school's internal data, which show outstanding progress in KG, very good in Elementary and High, and good in Middle. In ASL, the majority of students make good progress over time across all three phases. This does not match the school's internal data, which indicate outstanding progress in Elementary and very good progress in Middle and High.
- In AFL, the school's internal data show outstanding attainment across the school, which does not match what is seen in lessons and in their work, where a large majority of AFL students attain above curriculum standards in KG and Elementary and the majority attain above curriculum standards in Middle and High. In ASL, internal data show students' attainment is very good overall. This does not match what is seen in lessons and in students' work, where attainment is good across all phases. TALA external benchmarking data indicate students' good performance in High and acceptable performance in Elementary and Middle.
- In KG, AFL children can rearrange words to form short meaningful sentences and can read and write the letter "Thaa" with short and long vowels. In Elementary, AFL and ASL students can analyse the elements of a story, suggest solutions to problems and form a motto for happiness. In Middle, students understand different types of verbs, and how to change present to past tense. In Grade 6, students use verbs correctly as they describe how to protect sea creatures from pollution. In High, students' use of standard Arabic in debating and communication is very good. Grade 11 students conducted a lively debate about whether to spend money on space exploration or on feeding the poor, using standard Arabic well. Students' competence in speaking standard Arabic consistently across the school is an area for development. In ASL in Elementary, students can speak about healthy and unhealthy food, specifying verbs in the text. In Middle, they can understand a short text and answer comprehension questions accurately. By Grade 12 they can elicit facts and opinions from a text, although reading, writing and communications skills are generally under-developed in ASL across all phases.



	<ul style="list-style-type: none"> <li>Overall, different student groups make similar rates of progress. ASL higher attaining students and lower attaining students do not always make the progress of which they are capable.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Children's ability to rearrange words to form short meaningful sentences in KG.</li> <li>Students' use of standard Arabic in debating and communication in AFL in High.</li> </ul>	<ul style="list-style-type: none"> <li>Students' consistency in using standard Arabic across all phases.</li> <li>Students' reading, writing and communication skills in ASL across all phases.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Students' achievement in social studies is good overall. A large majority of students make very good progress in Elementary and the majority of students make better than expected progress over time in Middle and High.</li> <li>The school's internal assessment data shows that students' attainment is very good in Elementary, and Middle and outstanding in High. This does not align with what is not seen in lessons and in their work across all phases where the majority of students attain above curriculum expectations.</li> <li>In Elementary, students have developed a secure understanding of the culture and identity of the UAE, such as, having respect for the national anthem and understanding the importance of charity. In Middle, students understand the physical features of the UAE, gaining useful insights into the use of its natural resources. They build a thorough understanding of the historical impact of the desert environment on UAE citizens. A minority of students cannot make an in-depth comparison of the UAE with other countries in the gulf region</li> <li>In High, students demonstrate a good understanding about the challenges the Emirati people have faced. A few students in High cannot recognise the importance of the UAE in supporting world trade.</li> <li>Overall, different student groups make similar rates of progress.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>



	<ul style="list-style-type: none"> <li>Students' understanding of UAE culture and identity in Elementary.</li> <li>Students' understanding of the historical impact of the desert environment on UAE citizens in Middle.</li> </ul>	<ul style="list-style-type: none"> <li>Students' in-depth comparison of the Gulf Cooperation Countries landscape in Middle.</li> <li>Students' knowledge of the importance of the location of the UAE in supporting world trade in High</li> </ul>
English	<ul style="list-style-type: none"> <li>Students' achievement in English is good overall. It is good in Elementary, Middle and High and very good in KG. The school's internal assessment data indicates that the majority of Elementary, Middle and High students make better than expected progress. This matches with what is seen in lessons and their work where a large majority of children in KG and the majority of students in the other 3 phases, make better than expected progress over time.</li> <li>The school's internal data indicates that students' attainment is very good to outstanding. This does not match with what is seen in lessons or their work, which shows that a large majority of KG children attain above curriculum standards, while the majority of students in Elementary, Middle and High attain above curriculum standards. External MAP data show that most students met or exceeded their projected growth in Elementary, Middle and High in 2024.</li> <li>Children in KG develop their phonological awareness very well. They can confidently relate the letters to the sounds they make, build words and construct sentences. Children can apply their language skills to complete innovative projects and activities. In Elementary, students can identify the main ideas in a text and use contextual clues to determine the meaning of unfamiliar vocabulary. In Middle, students can annotate the detail of short stories, describe conflicts in a story and use contextual evidence to illustrate their work. In High, students research topics, write for a variety of purposes citing contextual evidence to support their literary analysis and drawing inferences from the text to present their findings. In Elementary, Middle and lower High, students' speaking and presentation skills are underdeveloped.</li> <li>Overall, different groups of students, including Emirati students, make similar rates of progress. The majority of girls in Elementary and Middle typically make better progress than boys.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Children's phonics development to support letter recognition, speaking, reading and writing in English in KG.</li> <li>Students' understanding of literary devices to analyse literature, research topics and present their findings in High.</li> </ul>	<ul style="list-style-type: none"> <li>Students' speaking skills in Elementary, Middle and lower High.</li> <li>Students' presentation skills in Elementary, Middle and lower High.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Students' achievement in mathematics is good overall. The majority of students make good progress in Elementary and Middle and a large majority make very good progress over time in KG and High.</li> <li>The school's internal assessment data show that students' attainment is outstanding in KG and very good in the other 3 phases. This does not align with what is seen in lessons and in their work, where the majority of students attain above curriculum standards in Elementary and Middle and a large majority attain above curriculum standards in KG and High. The most recent MAP data shows weak attainment in Elementary, acceptable in Middle and very good in High. CAT 4 attainment is acceptable across all phases. The 2023 TIMSS data show weak attainment in Elementary and acceptable in Middle.</li> <li>In KG, children demonstrate a good understanding of addition and can recognise mathematical symbols to determine the relationship between larger and smaller numbers. In Elementary, students can apply mathematical thinking to multiply fractions and display this in the simplest form. A large minority of students cannot develop formulae to calculate the perimeter of simple polygons. In Middle, students can expand mathematical expressions in order to solve real-life mathematical problems. A minority of students cannot recognise relationships to support the writing of algebraic expressions. In High, students can use calculus to solve mathematical problems and can apply learning in a real-life context.</li> <li>Overall, different student groups make similar rates of progress in mathematics.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"><li>• Children's understanding of addition and their ability to recognise mathematical symbols and their relationship in KG.</li><li>• Students' understanding of the practical application of calculus in High.</li></ul>	<ul style="list-style-type: none"><li>• Students' use of formulae to calculate areas of shapes in Elementary.</li><li>• Students' recognition of relationships to support their writing of algebraic expressions in Middle.</li></ul>
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Science	<ul style="list-style-type: none"><li>Students' achievement in science is good overall. It is very good in KG and High. The majority of students in Elementary Middle and High make better than expected progress while in KG and High, a large majority make better than expected progress over time.</li><li>The school's internal data show outstanding attainment in KG, and very good attainment in Elementary, Middle and High. This does not match with what is seen in lessons and their work, were a large majority of children in KG attain above curriculum standards and the majority of students attain above curriculum standards in the other 3 phases. External Benchmarking MAP results are weak in Elementary, good in Middle and very good in High. CAT4 is acceptable across Elementary, Middle and High. TIMSS with an average score of 430 in Elementary is low, and 460 in Middle indicates only intermediate level.</li><li>In KG, children are successfully beginning to identify how plants and animals, including humans, can change the environment to meet their needs. Children have created a model greenhouse to help plants grow healthily, a water filtration unit, and a machine to separate garbage. In Elementary, students explore scientific method and conduct simple experiments. In Grade1, students understand how different tools can measure weather, making a model wind vane and demonstrating its use. In Grade 5, students demonstrate the formation of day and night using a globe and torch, but they cannot explain the Earth's axis. In Middle, in Grade 7, students use the digestive Gizmo simulation to design their own digestive system and explore the functions of digestive organs. In High, in Grade 12 biology, students describe the key psychological processes involved in waste elimination of terrestrial animals and in Grade11 chemistry, students identify the solubility of different substances at varying temperatures, while Grade10 physics students evaluate centripetal force using an equation, although they cannot solve the equation independently in Elementary and High.</li><li>Overall, different student groups, including Emirati students, make similar rates of progress from their starting points.</li></ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Children's environmental awareness in KG.</li> <li>Students' practical skills to predict, design, explore and conduct experiments and investigations across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Students' ability to articulate scientific concepts across the school.</li> <li>Students' skills in deriving equations and applying formulae independently in Elementary and High.</li> </ul>
Other subjects	<ul style="list-style-type: none"> <li>Students' achievement in other subjects is good overall and very good in KG and Middle. In lessons and in their work, a large majority of children in KG and students in Middle make better than expected progress over time whilst in Elementary and High the majority of students make better than expected over time in art, computer science and physical education (PE) in all phases, and the electives of clinical psychology, public speaking, marketing, accounting, business studies, economics, entrepreneurship, French, world geography and global perspectives in High.</li> <li>The school's internal student assessment data is limited in KG, Elementary and Middle, but in High it indicates outstanding outcomes overall, though there is considerable variation. In lessons and in students' work, attainment is good overall and very good in KG and Middle.</li> <li>In KG, children demonstrate creativity and originality in art using a variety of materials. In computer coding lessons they can use SCART to move objects and in PE they engage enthusiastically in a range of activities to develop balance and stability. In Elementary, in art, students research the work of Salvador Dali and apply his style to produce their own creative ideas, using a range of modelling materials. In computer science, students develop their knowledge and skills to safeguard themselves and others from online scams. Students learn breathing and gliding techniques in swimming lessons. In PE in Middle, students develop their skills and safety procedures in archery. In High, students in computer science use coding software to develop a range of virtual reality and interactive 3D modelling, using their own ideas to design creative software. Students' understanding of business cycles, their causes and impact is well developed in High. In Grade 9, students in business studies can define a monopoly and explain barriers to entry, but they cannot always identify whether well-known organisations, such as Microsoft and Google, have monopolies or not. Students' individual presentation skills are less well-developed across the school.</li> <li>All groups of students, including boys and girls make better than expected progress.</li> </ul>	



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> <li>Children's and students' strong computing skills across the school.</li> <li>Students' understanding of business cycles, their causes and impact in High.</li> </ul>	<ul style="list-style-type: none"> <li>Students' presentation skills across the school.</li> <li>Students' ability to accurately identify monopolies in High.</li> </ul>
Learning Skills	<ul style="list-style-type: none"> <li>Students' learning skills are good overall and very good in KG. Children and students enjoy learning, and show positive attitudes, especially in KG, where children respond well to one another, assume increasing responsibility for their own learning and take steps to improve their work. Students typically engage well in learning, although a few boys in Middle do not always sustain concentration and require support.</li> <li>Students interact and collaborate well in a range of learning situations. For example, in Grade10, students apply their critical thinking and problem-solving skills as they learn about the United Nations General Assembly Sustainable Development Goals (SDGs) and consider the order and importance of introducing these targets, particularly in countries with limited infrastructure. They communicate their learning clearly, especially during discussions about the topics they are studying, listening to their peers, exchanging ideas, and sharing their learning clearly with each other.</li> <li>Students make clear connections between areas of learning and relate these to their understanding of the world. For example, students in Grade 5 develop their computing skills to safeguard themselves and others from online fraud, scams and cyber bullying.</li> <li>Students are innovative, enterprising, and can find things out for themselves. They use technologies to support their learning well. For example, in KG, children engage in projects that are focused on sustainability and innovation using their initiative to produce models based on their own creative ideas. Research and enquiry skills are developing with critical thinking and problem-solving skills well advanced in computer science, where students use coding programs to create a range of software solutions particularly in Middle and High.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Children's and students' enjoyment and increasing responsibility for their own learning across the school.</li> <li>Students' effective use of technology to support their learning across the school.</li> </ul>	<ul style="list-style-type: none"> <li>A few boys' engagement in learning in Middle.</li> <li>Students' enhanced research and enquiry skills across the school.</li> </ul>
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## PERFORMANCE STANDARD 2:

### STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

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

Indicators:	KG	Elementary	Middle	High
<b>Personal development</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>

- Students' personal and social development and their innovation skills are very good overall across all phases. Students display positive and responsible attitudes, showing self-reliance and an openness to critical feedback. Students' self-discipline is evident in both their interactions with others and their ability to collaborate effectively to resolve differences. Bullying is very rare and is addressed immediately when it occurs. Cyberbullying cases are minimal and are addressed thoroughly by social workers and through assemblies.
- In lessons and outside the classroom, students demonstrate a strong sense of self-discipline, contributing to a harmonious and inclusive learning community. They are sensitive, helpful, and maintain relationships of trust with both peers and staff. The Quick Response (QR) code initiative Your Voice Matters directly links student concerns to senior leadership. The behaviour of a few middle school boys is inconsistent during lessons and outside the classroom.



- Most students make appropriate choices regarding their health and safety. The school canteen provides healthy food options, and most students purchase them. Seven nurses and 2 full-time doctors run health programmes focusing on nutrition and lifestyle. Partnerships with Dr Nutrition and the University of Sharjah for obesity management, diabetes research, and healthy aging programmes address any identified health concerns.
- Attendance across the school at 98% is outstanding. Students arrive at school on time and are punctual to assemblies and lessons.

**Understanding of Islamic values and awareness of Emirati and world cultures**

**Outstanding**

**Outstanding**

**Outstanding**

**Outstanding**

- Students demonstrate an excellent understanding and appreciation of the importance of Islamic values in the UAE and how they influence their lives and society. The holy Qur'an studies are structured with incentives such as tuition discounts and gifts for scholars who participate. Students demonstrate their excellent knowledge and appreciation through multiple initiatives, including Surah memorisation, the Noble Hadeeth competitions, assemblies, and put into practice what they learn through the observance of significant events such as Ramadan.
- Students are knowledgeable and fully respectful of the heritage and culture of the UAE. They participate in numerous cultural activities including national day, martyrs' day and flag day. Students in High have given a presentation about the traditions of the Prophet Muhammad (PBUH), which was attended by all students. High school boys have performed Umrah as part of a school group. Every lesson integrates a connection to the UAE. The UAE identity room, the heritage museum, heritage corners, displays and corridors reflect this.
- Students demonstrate an excellent understanding of their own and other world cultures. More than 50 nationalities are represented by students attending the school with each classroom denoting a country. Celebrations of international day, and other world days, parents' involvement in story telling in their home language, and students learning Japanese and French as electives, all contribute to students' highly developed awareness of world cultures.

**Social responsibility and innovation skills**

**Outstanding**

**Outstanding**

**Outstanding**

**Outstanding**

- Students pro-actively make a purposeful contribution to their community. They initiate community service willingly to demonstrate care within the community, such as charity work



through the Red Crescent, the Bridges of Good Nations Campaign to contribute to the cause of Lebanon, food distribution outside the school, and digging a well programme in the desert by students in High.

- Students demonstrate an excellent work ethic. They organise business initiatives contributing 30% of all profits to support underprivileged children's education. They benefit society through their innovation and science, technology, English and mathematics (STEM)-focused projects, for example, developing an app for cancer patients to use, and running marathons to fight against obesity and diabetics.
- Students make valid and helpful contributions to the school environment through projects such as tree planting in KG, as well as beach cleaning, donating left-over food from the canteen, and observing world environment day.

#### Areas of Strength:

- Students' excellent appreciation and respect of the role and values of Islam in UAE society across the school.
- Students' excellent social responsibility and innovation skills across the school.

#### Areas for Improvement:

- The disengaged behaviour of a few boys, particularly in Middle.

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

**The quality of teaching and assessment is good overall.**

Indicators:	KG	Elementary	Middle	High
Teaching for effective learning	Very Good	Very Good	Good	Good

- The quality of teaching for effective learning is good overall, and in KG and Elementary it is very good. Most teachers demonstrate good subject knowledge and a deep understanding of how students learn.



- Lesson planning is thorough, and teachers make efficient use of time and practical stimulating resources to enhance students' learning experiences, including iPads. Teachers in High make especially good use of technology to promote student's successful independent learning. Teaching in KG inspires children to take risks and increasing responsibility for their own learning.
- Teachers' interactions with students are generally productive, fostering engagement and participation. However, in Middle these interactions do not always lead to sustained dialogue or deeper discussions, nor do they consistently address and rectify misunderstandings. Most teachers use very effective strategies to meet the needs of lower attaining students, including those with SEN. The level of challenge for higher attaining students is often insufficient for them to reach their full potential.
- In KG and in High, teachers skilfully use a diverse range of effective questioning techniques to facilitate learners' critical thinking and problem solving. They actively build on students' responses to extend their learning, ensuring sustained skills acquisition and deeper comprehension. The quality of teachers' questioning is inconsistent across Elementary and Middle, with some teachers asking mostly knowledge-based questions.

#### Assessment

Very Good

Very Good

Very Good

Very Good

- The school's internal assessment data processes provide comprehensive insights into students' academic achievement and social development. The centralised data management system enables school leaders to cross-reference assessment data, ensuring the accuracy and reliability of students' attainment and progress records. To align with UAE educational priorities, the school has expanded its range of external examinations, offering Advanced Placement (AP) courses and assessments in computer science, biology, physics, and calculus, along with TALA for Arabic, My Identity for social studies as well as MAP, and CAT4 assessments. Rigorous analysis of both internal and external data allows for precise identification of student attainment levels, progress trends, and targeted student groups. Data Heat Maps further support differentiation and intervention strategies, potentially enhancing personalised learning experiences within classrooms.
- The assessment system has the capacity to empower teachers to evaluate students' achievement accurately through rigorous quality assurance measures. Moderation of exams and oversight by a dedicated control committee ensure the validity and reliability of assessment processes. A majority of teachers effectively utilise data-driven insights to inform their lesson planning. These teachers design more challenging and enriching tasks for higher attaining students, as exemplified in the PBL Project-Based Learning initiative in Islamic education and i-STEM for English, mathematics, science, arts, and computer science,



fostering deeper engagement and the promotion of higher-order thinking skills. In a few subjects, teachers do not use data very effectively to target differentiated learning or to modify lesson planning to meet all students' needs.

- Most teachers provide constructive written feedback using the Two Stars and a Wish approach, fostering a culture of continuous improvement. Some teachers use peer and self-evaluation activities to foster student ownership of learning, but this is inconsistently applied in lessons across subjects. The school's progress tracking systems offer valuable insights to both teachers and parents, enabling a clear understanding of students' academic growth over time. As a result, most teachers develop a strong awareness of their students' strengths and areas for development, allowing for more personalised instruction.

#### **Areas of Strength:**

- Teachers' interactions, their efficient use of time and practical stimulating resources to enhance students' learning experiences across the school.
- The school's assessment moderation process across all phases.

#### **Areas for Improvement:**

- Teachers' use of questioning to extend students' understanding and skills, particularly in Elementary and Middle and the wider use of peer and self-assessment to help students improve their work.
- Teachers' consistent and effective use of external and internal assessment information to influence their lesson planning and curriculum modification to match the abilities and needs of all students, particularly higher attainers across all phases and subjects.





## PERFORMANCE STANDARD 4: CURRICULUM

**The quality of the curriculum is good overall.**

Indicators:	KG	Elementary	Middle	High
<b>Curriculum design and implementation</b>	<b>Very Good</b>	<b>Good</b>	<b>Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>The curriculum design and implementation is good overall and very good in KG and High. The school uses the California Common Core Standards (CCCS) for mathematics, English, PE, computer science, visual arts and Next Generation Science Standards (NGSS). The curriculum incorporates MoE subjects with required time allocation to ensure a comprehensive approach in Elementary, Middle and High. Other subjects include visual arts, computer science and the Holy Qur'an reading. The curriculum in KG is effectively aligned with CCCS and the California Preschool Learning Foundations. All have clear rationales.</li><li>The curriculum in High is broad and balanced to prepare students for personal growth and future challenges. It ensures continuity and progression in reading and writing literacy skills. The range of curricular options for older students includes a range of AP courses to align with students' interests and aspirations. Elective courses engage students effectively in a wide range of subjects, such as forensic science, clinical psychology, conversational French and marketing. Cross-curricular links successfully enhance students' transfer of learning across subjects and grades.</li><li>The school conducts a curriculum review at the end of each semester, using data from summative and formative assessments. Review and modification in scope and sequence is conducted to minimise learning gaps across all grade levels. The curriculum modifications made in KG effectively cater for children's different learning styles.</li></ul>				
<b>Curriculum adaptation</b>	<b>Very Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The school has modified aspects of its curriculum, for example, to provide more opportunities for KG children to learn through play. Curriculum modifications have been effective in addressing literacy gaps across grades. The current approach to curriculum modification</li></ul>				



focuses on students' learning styles yet is not consistently embedded to target all groups of students, including challenge for higher attaining students. Other groups of students, including those with SEN, benefit from academic support to enable their successful learning.

- The curriculum provides an extensive range of activities to motivate and enhance students' learning, including reading in Arabic, recitation of the Holy Qur'an, chess, robotics projects, cultural activities, and sports competitions such as swimming and basketball. In KG there are regular enrichment days when children move round a variety of activities, including an introduction to entrepreneurship with market stalls stocked with real produce and realistic toy money for shopping. The school also offers enterprise events such as raising funds to donate to Red Crescent to support families in need. Modification of the curriculum in Grades 1 to 12 to target other groups of students' needs, including research and enquiry is less consistently featured.
- Coherent learning experiences are embedded through all aspects of the curriculum. These result in students' excellent appreciation and respect of the role and values of Islam in UAE society across the school.

#### **Areas of Strength:**

- The breadth, balance continuity and progression in the curriculum that prepares students for higher education, careers and other aspirations in High.
- The modifications to the curriculum that support children's different learning styles and widens the opportunities for them to learn through play in KG.

#### **Areas for Improvement:**

- The curriculum modification in Grades 1 to 12 to ensure that all groups of students' learning needs are targeted, including challenge for the higher attainers throughout the school.
- The enhancement of the curriculum to further integrate research and enquiry skills consistently in all lessons.



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

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

Indicators:	KG	Elementary	Middle	High
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>
<ul style="list-style-type: none"><li>The school has rigorous safeguarding and child protection policies and procedures, which are fully understood by all governors, staff, parents and students. The school is highly effective in protecting students from all forms of abuse and has implemented stringent procedures to protect all students when working online. The school has a scrupulous approach to security and safety and to protect all students, ensuring they learn in an extremely safe environment. Access to buildings is rigidly controlled providing exemplary supervision including during the transportation of students.</li><li>The school keeps extensive records which cover all aspects of school life, and the buildings are maintained to an excellent standard, which are fully accessible by all students. All classrooms are well resourced and have ample space for the students to work. The school has outstanding areas dedicated to recreational activity and physical education.</li><li>The school has a highly proactive medical and support team who promote healthy lifestyles with all students. They are given guidance about making healthy food choices and also their physical health allowing them to thrive. Wellbeing is systematically embedded in every aspect of the school, and the importance of emotional, academic and social wellbeing helps to develop students' resilience. The extensive range of extra-curricular activities is available and actively promoted to all students.</li></ul>				
<b>Care and support</b>	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>
<ul style="list-style-type: none"><li>Relationships between staff and students are very positive and purposeful, the systems for managing students' behaviour are highly effective. Student behaviour in almost all lessons is</li></ul>				



exemplary within the school. In Middle, a few boys' do not always fully adhere to the school's code of conduct.

- The school approach to promoting attendance is highly successful, which has resulted in outstanding attendance. Punctuality throughout the school is monitored and conveyed to parents through Edu nation messages, emails and face-to-face. The isolated instances of lateness to class are managed very effectively by teachers so as not to disrupt learning.
- The school has rigorous and detailed systems for the identification of students with SEN and G&T students. They are promptly identified, resulting in the rapid production of comprehensive individualised plans to enhance their learning experience.
- The school provides highly effective support for SEN students allowing them to make their best personal and academic progress. The support available for G&T students, although effective, is not consistently applied in lessons.
- The school provides highly effective guidance to all students, which consists of personal and academic support. Students in upper High are provided with extremely comprehensive support, allowing them to transition smoothly to universities both in the UAE and internationally.

#### **Areas of Strength:**

- The safety, security, welfare and protection of all students throughout the school.
- The highly effective guidance to all students, particularly to help students in High transfer to the next stage of their education.

#### **Areas for Improvement:**

- The behaviour management support for a few students, particularly boys in Middle and for all G&T students to enable them to maximise their progress throughout the school.



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

**The quality of leadership and management is good overall.**

### Indicators:

#### The effectiveness of leadership

**Good**

- School leaders promote a powerful strategic vision for the school, which they share with all stakeholders. Leaders actively demonstrate their commitment to creating an inclusive school community by investing in and developing support mechanisms to enable different groups of students to achieve. The school has shown a strong capacity to improve, although new initiatives have not yet fully impacted on students' outcomes in all phases of the school. In this year's review it has received uplifts in 35 elements of the UAE School Inspection Framework since its previous review in 2023, notably in students' understanding of Islamic values and UAE culture, social responsibility and innovation skills, and the care and support of students. Students' outcomes have improved significantly in High. Leaders ensure that the school is compliant with regulatory requirements.
- The school's organisational structure includes heads of department and subject leaders who are given the time to concentrate on the management and development of teaching. The middle managers have an in-depth understanding of best practice in teaching and learning, and of the requirements of both the school's American curriculum and the UAE School Inspection Framework.

#### Self-evaluation and improvement planning

**Good**

- The school's self-evaluation process is very inclusive, with regular consultations throughout the year with students, parents and staff. The school's judgements are insightful and accurate, closely following the rubric of the UAE School Inspection Framework. The school judged only a very few elements higher and a small minority lower than this review's findings, with most of their judgements in line with the evaluation of the review team. School improvement planning is closely aligned to self-evaluation and has led to considerable improvement in areas such as the detail and rigour of assessment data analysis and the identification and support for students with SEN. Leaders use the descriptors in the UAE Inspection Framework to guide their monitoring of teaching and learning and base their



feedback to teachers and subsequent developmental action points on them. This practice has already had a noticeable impact on several areas of the curriculum, but it will take time to fully embed best practice in teaching for effective learning throughout the school.

#### Partnerships with parents and the community

Very Good

- Leaders have been highly successful in engaging parents in the school's improvement. Parent governors and the parent council meet regularly to discuss ideas and initiatives to address minor issues and to enhance their children's academic and social development, and they are influential in leading change in a number of areas. Communications between the school and parents is predominantly through an online platform, although many other channels of communications are available. The school provides parents with regular reports and instant access to their children's achievement results, including the results of class quizzes, as well as sending timely updates concerning such matters as punctuality.
- The school makes a significant social contribution to the local community through students' involvement in charity drives. Students organise successful enterprise projects, including the marketing and selling of hoodies, donating most of their profits to the Red Crescent. Community, regional, national and international partnerships, including those with Injaz, the Sharjah Centre for Learning Difficulties, the American University of Sharjah and Shell, offer a large minority of students across the school opportunities to develop their knowledge and skills well beyond the curriculum. G&T students gain access to centres of excellence through the RUBU QARM Foundation. This year four students are preparing to present a project at an international conference in China, and another will be giving a presentation at an international STEAM competition in Houston, Texas as the UAE's representative. A partnership with Sharjah Women's sports has led to the building of a fully equipped gymnasium where students can undergo training as potential 2028 Olympians.

#### Governance

Very Good

- The school's board of governors includes representation from across the school community, including two very active student governors. Board committees oversee aspects of the school, such as safeguarding and innovation, very effectively through formalised committees, and bring issues to senior leaders' attention, thereby holding them accountable. School leaders are very responsive to governors' concerns and suggestions and are very prompt in taking recommended actions. The governing board is vigilant in ensuring the school's compliance with statutory requirements and has a very positive influence on maintaining and



improving the school environment and students' outcomes. The board shows a very strong commitment to the school's ethos in line with Islamic principles.

**Management, staffing, facilities and resources**

**Very Good**

- School routines are highly effective and efficient, and are designed to support students' wellbeing, providing ample time for lesson transitions and breaks, and scheduling periods in specialist activity rooms. Almost all staff have qualifications in education. The school is fully staffed with a well-understood organisational structure. Appropriately trained teaching assistants and specialist support assistants are in place to support KG children, lower Elementary students and those with SEN. All staff, including maintenance workers and cleaners, benefit from regular continuous professional development (PD), delivered both internally and externally, and teachers complete individual PD logs. The school premises and learning environment are spacious and extremely well-appointed. They include multiple sensory rooms for SEN students, several auditoriums for meetings and performances, an Olympic standard gymnasium and the only full-size hockey pitch in the UAE. Libraries have been re-imagined as resource laboratories, with a range of exploration centres. Plans are in place to further extend the school. Information Communication Technology (ICT) laboratories and research centres are very well equipped to foster students' technological innovation. KG resources and facilities are a strong feature of the school.

**Areas of Strength:**

- The school's highly impactful governance and strategic partnerships with a wide range of stakeholders and other external organisations who share the school leaders' powerful strategic vision for the school.
- The school's environment, facilities and resources, including technology.

**Areas for Improvement:**

- Leaders' rigorous monitoring and evaluation of teachers' practice in the classroom to ensure all students maximise their progress across the school.
- The professional development of teachers to ensure their consistent focus on students' outcomes across the school.



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There are 56 Arabic teachers across KG to Grade 12, with a teacher-to-student ratio of 1:71. There are also 38 teachers' assistants for Arabic.
- The KG library has 800 Arabic books, Elementary has 1,423 books, Middle with 3,407 books, and High has 1,783 books. The total number of Arabic books is 7,413, with 4,898 fiction and 2,515 non-fiction. The libraries timetable includes 6 to 8 lessons daily and is used by all classes in different subjects, including Arabic, English, and social studies. Students enjoy reading at the libraries. The main goal of the school library is to develop students' languages skills and provide teachers and students with books and references to motivate students to undertake research. Some teachers take out library books for use in lessons.
- Classes are provided with a range of applications to practice and enjoy reading such A-Safeer platform and Access it, to support reading in all phases. Students can borrow books and return them after summarising what they have learnt. There are extracurricular activities, such as calligraphy, Arabic reading and writing competitions, speaking competitions, drama and writing short stories competitions, National Bank of UAE Poetry is for All, and an Arabic reading challenge. who often represent the school in competitions are always honoured by the school leadership with certificates. Parents support the Arabic week in school by reading at home. Students are assigned to carry out a task weekly and staff call parents to explain the reason for the assignments.

### The school's use of external benchmarking data

- The school adheres to regulatory guidelines regarding benchmark and national agenda assessments. During the 2023-24 academic year, students participated in various external benchmark assessments with high completion rates:
  - MAP Test: Administered to Grades 3–9, with a 95% completion rate.
  - CAT4 conducted for Grades 3, 5, 7, and 9, achieving a 98% completion rate.
  - TALA and Mubakkir taken by students from KG to Grade 11, with a 92% completion rate.
  - TIMSS 2023, which was a selected sample of 46 Grade 4 students and 46 Grade 8 students, with a 100% completion rate.
  - My Identity Assessment administered to Grades 4–9, with a 100% completion rate.
- Students are prepared for the benchmark assessments in different ways through:
  - a thorough analysis and review of previous benchmark assessment cycles.
  - a review and modification of the curriculum based on data insights, to address learning gaps and implement necessary interventions.
  - curriculum horizontal and vertical alignment is ensured through ATLAS Rubicon to maintain consistency across grade levels.





- accelerated reading and other online platforms such as Achieve 3000, Level-UP, Asafeer, IXL.
  - ensuring that internal summative assessments are rigorous enough and well-balanced, integrating varied Depth of Knowledge (DoK) levels across subjects. Additionally, mathematics and science assessments are aligned with the TIMSS framework, covering knowledge, application, and reasoning cognitive domains.
  - scholarships offered to students based on their performance in the international benchmarking assessments.
  - students' results in international benchmarking assessments contribute to their overall grades and are reflected in their report cards.
- The school communicates students' performance in different ways by using:
    - report Cards that are shared on the School Management System.
    - boards inside the classroom where students can share their reflections.
    - parent-teacher meetings are held at least three times a year.
    - teacher/student post assessment lessons to communicate performance and reflect.
    - Higher attaining students' eligibility for scholarships, and tuition fees discounts.
    - phone calls for parents of students shortlisted for the scholarship programme.

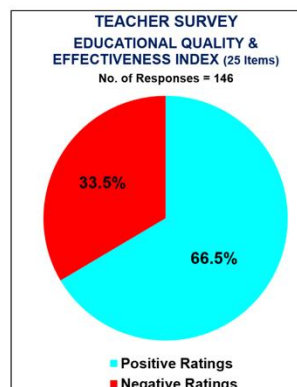
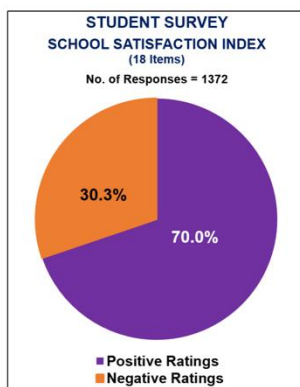
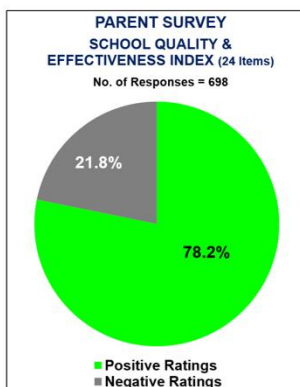
### Provision for KG

- There is a total of 26 teachers in KG, with an addition of 26 Arabic assistants and 26 English assistants to support the teaching staff. The child to teacher ratio is 1:24. The KG team includes the head of section, a social worker, a doctor, a nurse, 2 academic coordinators, an Arabic and an English cover teacher, 1 kitchen teacher, 1 resource assistant, 1 librarian, 3 specialised learning support assistants (LSAs) and 3 supervisors.
- The well-resourced facilities for KG children consist of 22 colourful classrooms, play equipment in a large hall, a library stocked with age-appropriate Arabic and English books, 2 learning kitchens, an ICT laboratory. 2 activity rooms, 4 wellbeing corners and 1 inclusion room.
- The outside space includes 3 shaded play areas with a variety of equipment to promote gross motor skills, 4 shaded break-out spaces with supervised access for children. 22 balcony gardens adjacent to classrooms.
- The children are assessed for entry into the school and places offered including for children with SEN. An orientation programme is offered to parents at the start of the school year. This includes information on all the school policies, contact and emergency procedures and a New Parent Handbook. Meet and greet sessions allow children and parents to be introduced to their classes and teachers. Pre-KG and KG1 children take a tour of their next grade level at the end of the year. There is transition support for KG2 children when they move into Grade 1,



for example, a guided tour of Grade 1 classrooms and an introduction to their new teachers. Summer work-packs are made available so that children can keep practicing their learning activities to maintain their skills over the break. In KG2, parents meet the head of section and the Elementary Academic team to support a smooth transition.

## VIEWS OF STAKEHOLDERS





## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in Elementary and Middle, particularly that of boys in Middle by:
  - addressing low level behavioural issues in a few boys' lessons.
  - developing all teachers' skills in raising students' aspirations to achieve beyond curriculum expectations.
  - reviewing and modifying the curriculum appropriately to embed areas of interest to students in these phases.
- Improve the level of challenge in lessons for high attaining students across the school by:
  - teachers posing in-depth questions targeted at high attainers to foster high-level problem solving and critical thinking.
  - encouraging more independent research during lessons.
  - ensuring that additional tasks prepared for students who complete class work early are increasingly challenging.
- Improve the maximisation of achievement of all groups of students by:
  - increasing all teachers' effective use of assessment information to identify individual gaps in students' knowledge and understanding, and students' potential.
  - extending the use of self and peer assessment and support across all classes.
  - further extending the use of independent research-based individual and group project work in and outside lessons across all subjects and phases of the school.
  - ensuring rigorous monitoring and evaluation of teachers' practice in the classroom to ensure all students maximise their progress across the school.
  - developing the practice of teachers to ensure their consistent focus on students' outcomes across the school.



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

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

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

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