



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) Report

Al Sedra Private School
4 - 7 March 2024

**Overall
Effectiveness:
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	427	
	School location	Kalba, Sharjah	
	Establishment date	2021	
	Language of instruction	Arabic	
	School curriculum	Ministry of Education (MoE)	
	Accreditation body	-	
	Examination Board	-	
	National Agenda Benchmark Tests/ International assessment	IBT, TIMSS, TALA, Mubakkir	
	Fee range	5200 - 9860 AED	
	Staff	Principal	Rehab Soufi
		Chair of Board of Governors	HE Ali Hosani
Total number of teachers		42	
Total number of teaching assistants		4	
Turnover rate		21%	
Main nationality of teachers		Egyptian	
Teacher: student ratio		1:10	
Total number of students		437	
Total number of students per cycle		KG: 89 Cycle 1: 169 Cycle 2: 123 Cycle 3: 56	
Number of Emirati students		21	
		Number of Emirati students per cycle	KG: 9 Cycle 1: 4 Cycle 2: 5 Cycle 3: 3
	KG: number and gender	Boys: 44 Girls:45	
	Cycle 1: number and gender	Boys: 87 Girls:82	
	Cycle 2: number and gender	Boys: 63 Girls:60	
	Cycle 3: number and gender	Boys: 28 Girls:28	
	Nationality groups	1. Egyptian 2. Comorian	
	Total number of students with special educational needs	12	



PROGRESS JOURNEY

Previous Review:	Current Review:
N/A	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 4 reviewers' 123 lesson observations, 32 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 school's first review. Most students attain in line with curriculum standards across all cycles in Islamic Education, social studies, science, and in other subjects. In Arabic as a first language (AFL) attainment is weak in Cycle 1 and 2. The school does not deliver Arabic as a Second Language (ASL) for non-Arab students. These students that should be in ASL provision, are in AFL and their needs are not being met. Attainment is also weak in English in Cycle 2 and in mathematics Cycle 1 and 2. Apart from ASL where progress in KG, and Cycle 1 and 2 is weak, most students make expected progress across all subjects and cycles. Students' learning skills are acceptable overall, but stronger in Cycle 3 girls. Students' personal development is good, while their understanding of Islamic values and innovation skills are acceptable. Students show respect for the heritage and culture of the UAE. The quality of teaching and assessment, and the curriculum are acceptable. Teachers do not consistently deliver well-differentiated lessons to meet the needs of all learners and so progress is variable between different groups. The arrangements for health and safety and support for students are acceptable. Relationships between staff and with students are respectful and contribute to an overall positive learning environment. All aspects of school leadership and management are acceptable, including the partnerships with parents. Senior leaders have a shared vision, but their practices are still not fully aligned to the UAE School Inspection Framework. Lesson monitoring lacks rigour, and improvement targets do not measure success against student achievement. There is acceptable capacity to improve.

KEY AREAS OF STRENGTH:

- Students' personal development and respect for the heritage and culture of the UAE.
- Respectful relationships between members of staff and students contribute to the overall positive learning environment.
- The supportive partnerships with parents.
- The effective daily management that ensures the school runs efficiently,



KEY AREAS FOR IMPROVEMENT:

- Students' attainment in all subjects, especially in Arabic in KG and Cycle 1 and 2, English in Cycle 2 and mathematics in Cycle 1 and 2.
- Students' innovation skills, and their problem-solving, inquiry, research, creativity, and use of technology.
- The quality of teaching and the use of assessment data to ensure that learning activities are matched to students needs and abilities.
- The use of assessment to track students' progress and inform curriculum planning.
- The quality and effectiveness of leadership at all levels.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.					
Indicators:		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Acceptable	Weak	Weak	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as an additional Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Social Studies	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	weak	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Weak	Weak	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable overall. School internal assessments indicate good progress across cycles. In lessons, most students make expected progress across cycles.• Internal assessments indicate most students across all cycles attain above curriculum standards, which is outstanding. In lessons, most students attain in line with the standards.• In KG, most children recite Surat Al-Qader, they have appropriate knowledge of acts of worship and define the 5 Pillars of Islam, but their knowledge about the life of Prophet Muhammad (PBUH) is less developed. In Cycle 1, most students recite verses from the Holy Qur'an and read the Noble Hadeeth to identify the meaning of unfamiliar words. They see values in the Noble Hadeeth as evidence for supporting the Sharia law, but few clarify the impact of these values on society. In Cycle 2, most students understand the Noble Hadeeth about the morals of Prophet Muhammad (PBUH). They link learning to real life and discuss a Muslim's responsibilities. In Cycle 3, most students recite verses from the Holy Qur'an, and read the Noble Hadeeth to conclude the learned value. Students' recitation verses of the Holy Qur'an using Tajweed rules is less well developed in all cycles.• Overall, most groups make expected progress. Higher attaining and Special Educational Needs (SEN) students do not always make the progress of which they are capable. The ASL students that are not receiving appropriate ASL provision make less than expected progress due to language barriers.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of the Noble Hadeeth as evidence for supporting Sharia law in Cycle 1.• In Cycle 2, students' understanding of Islamic values and ability to link the Noble Hadeeth to real-life situations.	<ul style="list-style-type: none">• Children's knowledge about the life of Prophet Muhammad (PBUH) in KG.• Students' understanding of the impact of Islamic values on society, particularly in Cycle 1.• Students' recitation skills applying age-appropriate Tajweed rules, across all cycles.



Arabic	<ul style="list-style-type: none">• Students' achievement in AFL is acceptable overall. Achievement is weak in these lessons for the ASL learners. The minority of ASL learners make less than expected progress. The school's internal data indicates that most students in Cycle 1 make outstanding progress, and a large majority of students make very good progress in Cycles 2 and 3. In lessons, most students make expected progress across the cycles in AFL.• Internal assessment data indicates attainment in AFL is outstanding in KG and Cycle 1, and very good in Cycles 2 and 3. In lessons, most children in KG and students in Cycle 3 attain the AFL curriculum standards, but only a minority attain them in Cycle 1 and 2. The results of the 2022 international benchmark test for Arabic language (ABT) were below average in Cycles 1 and 2, and above in Cycle 3. Results are pending for students in Grades 1 to 10 who took the TALA and Mubakkir examinations this year.• In AFL, most children in KG demonstrate an understanding of sounds and syllables, and the relationship between letters and their sounds. Only a few children use standard Arabic to describe people and things. In Cycle 1, most students read informational text, and identify new words, but their reading comprehension skills are less developed. In Cycle 2, most students read folk tales and conclude the main idea in a story, but few summarise texts using accurate grammar in writing. In Cycle 3, most students have secure reading comprehension skills, especially girls, and analyse informational texts, but only a few write extended texts on familiar topics. ASL is not delivered in school, as a result, ASL students are in the AFL classes and have underdeveloped language skills.• Overall, most groups make the expected progress. Higher attaining and SEN students do not always make the progress they are capable of due to limited challenge and support. ASL learners make less than expected progress because learning activities are sometimes too difficult.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Analysing and understanding written texts in Cycles 2 and 3.• Reading comprehension skills in Cycle 3.	<ul style="list-style-type: none">• Speaking skills in KG and language skills for ASL students in all cycles.• Reading comprehension skills in Cycle 1.• Extended writing using accurate grammar in Cycles 2 and 3.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable. Internal assessments indicate outstanding progress across all cycles. In lessons, most students make expected progress across all cycles.• Internal assessments indicate most students across the school attain above curriculum standards. In lessons and in their work, most students attain the curriculum standards across the school. There are no external assessments for social studies.• In KG, most children describe the flag, name the founder of the UAE, recognise the traditional customs and the official currency. Their knowledge of environmental issues is less secure. In Cycle 1, most students explain the role of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP), identify the Islamic and national events in the UAE, and discuss traditional sports such as hunting using falcons, and horse riding. Only a few students recognise the impact of culture and traditions on the present UAE society. In Cycle 2, most students discuss the importance of family, identify the characteristics of the Islamic economy, and compare the educational system in the past to the present. Only a few can explain international relationships in the context of the UAE. In Cycle 3, most students understand the responsibilities of individuals in relation to climate change and environmental pollution. Only a few students can discuss sustainable development in societies in detail.• Overall, most groups make expected progress. Higher attaining and SEN students do not always make the progress of which they are capable. A few ASL speakers make less than expected progress due to insecure language skills.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge about the leaders of the Emirates and their role in building the UAE in KG.• Students' understanding of Emirati cultural and sporting traditions and national events in Cycle 1.	<ul style="list-style-type: none">• Children's knowledge of environmental issues in KG and students' understanding of sustainable development in Cycle 3.• Students' understanding of the impact of culture and traditions on the present UAE society in Cycle 1.• Students' understanding of international relationships in the context of the UAE in Cycle 2.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. Internal assessment data shows that progress is good in all cycles. Most students across the school make expected progress in lessons.• Internal assessment data shows that attainment is outstanding in Cycles 1 and 3 and good in KG and Cycle 2. In lessons, most students attain the curriculum standards in KG and Cycles 1 and 3, but only a majority do in Cycle 2. External IBT results in 2023 show weak attainment across all cycles.• In KG, children identify the alphabet and read words that are matched to pictures. In Cycle 1, students read short texts and identify their main ideas. In Cycle 2, students read simple texts aloud and infer the meaning of new vocabulary. In Cycle 3, students participate in extended discussions using correct grammar and can read and analyse texts for specific information. Speaking skills are less developed in KG. A minority of students in Cycle 1 do not spell words correctly. In Cycle 2, students do not confidently use correct grammar when expressing their ideas. Students' extended writing in Cycles 1, 2 and 3 is underdeveloped.• Overall, most groups of students make expected progress. Higher attaining students do not always make the progress that they are capable of in lessons because of low expectations.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' use of correct grammar in discussions in Cycle 3.• Reading comprehension skills in Cycles 1 and 2.	<ul style="list-style-type: none">• Children's speaking skills in KG.• Students' spelling in Cycle 1 and use of correct grammar in Cycle 2.• Students' extended writing skills in Cycles 1, 2 and 3.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall. The school's internal assessment data indicates most students make better than expected progress. In lessons, most students across cycles make the expected progress.• The school's internal assessment data shows that almost all students attain above curriculum standards in all cycles. The external IBT mathematics data indicates that while most students attain the curriculum standards in Cycle 2, only a majority do so in Cycles 1 and 3. In lessons, a majority of students in Cycles 1 and 2, and most children in KG and students in Cycle 3 attain the curriculum standards.• Children in KG count numbers to ten and recognise the numerals, but only a few differentiate more and less and carry out simple additions and subtractions by counting. In Cycle 1, students perform basic arithmetic operations with numbers and simple fractions, a minority of these need support. Most students face challenges applying this knowledge to solve word problems. In Cycle 2, a majority of students develop sufficient skills of algebraic problem-solving and by Grade 7, students understand the steps required to solve equations with 2 variables. Students' data analysis skills are less secure. In Cycle 3, students understand transformations such as translations, rotations, and reflections. An understanding of the steps required to solve equations develops securely, but students' algorithmic differential problem solving that links to real life is less developed.• All groups make expected progress. Not all higher attaining students' progress as rapidly as they could, particularly in Cycles 1 and 2. The ASL students make slower progress in solving word problems.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• KG children's counting skills.• Students' understanding of how to solve grade-level arithmetic operations in Cycle 1.	<ul style="list-style-type: none">• Solving word problems, especially in Cycle 1.• Deeper understanding of the number system in KG and mental mathematical skills in Cycles 1 and 2.• Solving algorithmic differential equations in Cycle 3.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. The school's internal data shows that students make good progress in all cycles. In lessons and in recent work, most students make expected progress.• Internal assessment data shows outstanding attainment in Cycles 1 and 2 and very good attainment in Cycle 3. The 2022 IBT results show weak attainment in all cycles. In lessons and recent work, most students attain in line with curriculum standards in all cycles.• Most students across the school have adequate knowledge and understanding about life sciences and the earth. In KG, children can draw and label parts of a plant. In Cycle 1, students discuss the solar system and how the earth rotates causing day and night. In Cycle 2, students identify the plant hormones and in Cycle 3 discuss genetic engineering, linking it to the real-life application of finding cures for diseases. Students' use of accurate scientific terminology to explain scientific processes is less developed in Cycle 1 but better in Cycles 2 and 3 where students conduct more practical investigative laboratory work. Students' skills in exploring, recording and interpreting results are less developed across the school.• Overall, students make the expected progress. A few students with SEN make less than expected progress when shadow teachers are not available. The ASL students make slower progress in Cycles 1 and 2 as their less well-developed language skills hinder their ability to access the curriculum.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Linking scientific knowledge to real-life in Cycle 3.• Students' knowledge and understanding of life sciences and the earth across the school	<ul style="list-style-type: none">• Practical investigation skills in KG and Cycle 1.• Using accurate scientific terminology to explain scientific processes in Cycle 1• Analysing and interpreting data, tabulating results, and drawing diagrams in practical laboratory work in Cycles 2 and 3.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. In lessons and recent work, most students make expected progress in physical education (PE), art, music and computers, creative design, and innovation lessons.• There are no external assessments for other subjects. Most students attain the curriculum standards in PE, art, music and computers, creative design, and innovation across the school.• In PE, most students in Cycle 1 can run in and out of cones, throw and receive a ball and pass and receive a bouncing ball with good control. In Cycle 3, students do not consistently engage in team games during PE lessons. In art, most students, across the school, can choose different mediums to express their creativity. Most students in Cycles 1 and 2 show limited evidence of developing ideas and more complex art skills involving drawing or painting. This is better in Cycle 3. In computer, creative design and innovation, most students in Cycle 1 know the steps of design and understand that they and others make decisions. In Cycle 2 most students can design 3-dimensional shapes and in Cycle 3, students go on to design internal office room tables using design software. In music, in Cycles 2 and 3 students sing and chant together and participate in choral singing. Some students in the girls' section play the national anthem on their instruments in morning assemblies.• Most groups make the expected progress from their starting points. The gifted and talented (G&T) and higher-attaining students do not always make the progress of which they are capable in team sports or in creative design and innovation due to limited challenge.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' singing collectively and participation in school choral groups.• Students' use of different mediums to express their creativity in art.	<ul style="list-style-type: none">• Higher attaining and G&T students' skills in using computers, creative design and innovation.• Students' skills in art.• Students' participation in team sports in PE.



Learning Skills	<ul style="list-style-type: none">• Across all cycles, children and students engage adequately in learning, but this is stronger in Cycle 3 girls. Children in KG can become passively engaged, particularly when learning is whole-class in nature and overly teacher-directed. Self-reflection is not an embedded feature of student learning.• Students across the school can work in groups and adequately communicate their learning. In Grade 6 Arabic, students debate the impact of entertainment on society and on individuals. In English Grade 8, students survey the quantity of plastic they use per week and suggest ways to reduce it and in Grade 9, students discuss the pollution and its negative impact on sea creatures and human beings. These activities require teacher support to ensure there are meaningful interactions, particularly in the younger grades and in the boys' section.• Students make some connections with the wider world and between different subjects. In Grade 1 for example, students discuss time zones in different countries in science, and students in English Grade 10 reflect on situations which show resilience and then link this to everyday life.• Students occasionally develop their critical thinking skills or provide alternative viewpoints. When given the opportunity, older students demonstrate a range of problem-solving skills. These skills, together with innovation, enterprise, research, and independent inquiry are generally underdeveloped in lessons across the school. The use of learning technologies is infrequent other than in science in Cycle 3, where students occasionally access online platforms to research genetic engineering to find cures for diseases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' positive interactions in small group learning situations.• Students' communication of their learning across the school but especially in Cycle 3 girls.	<ul style="list-style-type: none">• Self-reflection and independent learning.• The development of, enterprise, innovation, inquiry and critical thinking skills across the school.• The use of technology to support learning.



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">• Students across the school have positive and responsible attitudes. Older students have increasing self-reliance, particularly in the girls' section. Behaviour is good and emerging issues are tackled quickly, resulting in no reported bullying. Students generally abide by the school rules, show respect and consideration to each other and staff, and are courteous, reinforcing the positive learning environment at school.• Students have general awareness of safe and healthy lifestyles. They sometimes make unhealthy choices particularly in the younger classes. Students occasionally participate in events on how to stay healthy, such as Diabetes Day or in national sporting competitions, such as the marathon or the karate competition.• Attendance is good at 94%. Only a few students are late for school.				
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Students show a secure understanding of Islamic values through their respectful attitudes towards each other, adults and visitors, and in assemblies. They demonstrate their commitment by going to prayer during breaks.• Students are knowledgeable and respectful of the traditions and heritage of the UAE. They talk in depth about Haq Al Laila as part of their preparations for fasting. Students' participation in assembly and in external competitions, their projects and artwork promote deeper understanding of UAE culture.• Although students develop some understanding of wider world cultures through interactions with students with different backgrounds, their knowledge of similarities and differences is limited.				
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable



- Students are aware of their responsibilities in the school community. Older students have some involvement in the local community through visiting retirement homes, but this is limited. Students donate to help people in social distress and support others in Ramadan.
- Although most students show a positive work ethic, a minority lack initiative particularly in the lower grades. Innovation, enterprise, and entrepreneurship are developing through projects and competitions such as the robotics and sustainable tree project in Cycles 2 and 3. Limited opportunities are provided for students to develop these skills in lessons.
- Students show interest in their surroundings and awareness of environmental issues. They participate in activities that support sustainability like planting trees in Sharjah. Children in KG grow their own plants in school.

Areas of Strength:

- Students' appreciation of UAE culture and Islamic values.
- Attendance, attitudes, behaviour, and relationships.

Areas for Improvement:

- Involvement in volunteering, and social contribution in Cycles 1 and 2.
- Students' understanding and appreciation of a wider range of world cultures.
- The development of innovation, enterprise, and entrepreneurship, particularly in lessons.



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

- Most teachers demonstrate secure subject knowledge and understand how students learn. This is less consistent in KG and the boys' section.
- Lessons are planned with appropriate learning objectives aligned with the curriculum standards and shared with students. Plans are not always fully implemented because teachers' use of time is variable. Colourful corridor displays of student work promote a positive learning environment. Teaching resources are ample, but not always effectively used to encourage inquiry and play-based learning in KG and Cycle 1, and to differentiate activities to match students' diverse needs and interests.
- Teacher interactions with students are positive. In a minority of lessons, teachers spend too much time talking with the result that students spend too little time actively engaged in learning. Questioning is relevant but is not consistent in challenging students to think more deeply or critically. Opportunities for discussion and dialogue are variable across the school. A few teachers across all subjects provide an appropriate level of challenge and support. This is not always sufficiently personalised, especially for SEN and ASL students.
- Teachers sometimes encourage students' critical thinking and problem-solving skills through inquiry, particularly in Cycle 3. There are inconsistent opportunities for students to engage in hands-on projects particularly in the younger grades. In the better lessons, there is occasional encouragement of exploration and experimentation. Teachers inconsistently encourage students' independent learning and research skills with a heavy reliance on textbooks.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable
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- Internal assessment processes are consistent and generally aligned with the curriculum standards. While they offer measures of students' academic achievement across all core subjects, they are not always reliable, as a result, measures of students' knowledge, skills and understanding are not always accurate. The school benchmarks students' academic outcomes against international standards using the IBT for English, mathematics and science. Students' outcomes in Arabic are benchmarked against TALA and Mubakkir.
- The school conducts a basic analysis of assessment data to track students' progress. The analysis of individual student's performance and identification of strengths and areas for improvement is inconsistent. The school does not analyse data and track the progress of different groups of students. Teachers occasionally use assessment information to inform teaching strategies. In the better lessons, teachers identify some areas where students may need additional support or challenge, making occasional adjustments to planned teaching.



- Teachers have a reasonable understanding of students' individual strengths and weaknesses but there is a lack of personalised support to address the differing needs of students. Teachers' feedback to students does not always provide the information they need on how to improve. Students are sometimes encouraged to participate in assessing their own learning and that of their peers, such as in the use of success criteria to assess students' projects and laboratory work in science in Cycles 2 and 3.

Areas of Strength:

- Teachers' secure subject knowledge.
- The benchmarking of students' academic outcomes against external and international averages.

Areas for Improvement:

- Questioning to assess and extend students learning, with sufficient time for them to formulate thoughtful response.
- The use of assessment to track students' progress and to match learning activities to the needs of students.
- Teachers' use of time and resources to ensure students are fully engaged in tasks and activities.



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

- The curriculum is broad and balanced, and follows the requirements specified in the MoE programmes of study. It provides continuity and progression to allow most students to build knowledge and skills adequately. The curriculum mostly focuses on the development of knowledge rather than the development of skills, although planning for skills development is evident in English and science in Cycle 3. In KG, the taught curriculum does not provide sufficient opportunities for children to initiate their learning and develop their creativity and exploration skills through play-based learning. There are limited options for older students to make choices in the subjects they study. In Cycle 3, students can choose between the general and advanced streams and chemistry, biology, and physics under the advanced stream.
- Cross-curricular links are planned adequately to enable students to transfer learning between different subjects. For example, in Grade 8 Islamic Education, students discuss Islamic cohesion and compare it to cohesion in Emirati society. Comparisons usually follow the content of the textbook.
- Middle leaders usually review the curriculum every term to ensure that the taught curriculum is aligned with MoE expectations. There is an over-reliance on the prescribed textbooks for the content and sequencing of work rather than enhancing the curriculum to meet the needs of the different groups of students.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
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- The curriculum meets the needs of most students. The Special Educational Needs Coordinator (SENCO) modifies the curriculum for the few identified students with additional learning needs, including students with SEN. These modifications provide appropriate support for students' lessons when the shadow teacher is present. Adaptations for meeting the needs of lower and higher attaining, G&T and ASL students are inconsistent.
- The curriculum in Cycles 1, 2 and 3 is textbook driven in most subjects and does not provide sufficient opportunities for students to develop their innovation skills. Enrichment experiences such as assemblies, inter-school events, and school functions are planned adequately to develop students' creative and leadership skills. Extra-curricular activities provide some opportunities for students to develop their understanding of sustainability through external competitions and projects in Cycle 3.



- The curriculum embeds appropriate opportunities for students to appreciate the heritage and culture of the UAE and Islamic values, through presentations, assemblies, displays and school functions. There are appropriate opportunities to establish links with Emirati and UAE culture in lessons. Students in assemblies discuss the role of the Civil Defence in helping people during a storm.

Areas of Strength:

- Curriculum activities that establish links with Emirati culture.
- Students' involvement in external competitions.

Areas for Improvement:

- Curriculum review that considers creativity and skills alongside knowledge.
- Modifying the curriculum to effectively cater for all groups of students, including those with SEN, lower and higher attaining, G&T and ASL students.
- Regular, well-planned opportunities for children and students across the school to make meaningful cross-curricular links.



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection /safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The school has adequate formal procedures for the safeguarding of students, including child protection, which are known to staff, students and parents. Appropriate security arrangements are in place. Records of incidents are regularly updated, and all visitors sign the register.• The school conducts regular and thorough checks of the school building to ensure students' health and safety while in school. Since the school has no transportation arrangements for students, it ensures that all children are safely received by their parents at the end of the school day. The building and equipment are regularly checked, and accurate and secure records are maintained. The classrooms are spacious for the number of students. The building is single story and has ramps to provide accessibility.• The school promotes healthy eating during breaks and occasionally provides awareness sessions on safe and healthy lifestyles and gives suitable advice about maintaining a healthy weight. Students have opportunities to participate in regular physical exercise.				
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Relationships between students and staff are caring and supportive and reinforced by the comprehensive behaviour management procedures. Competitions and awards for good behaviour promote the positive school ethos.• The school's approach for promoting students' attendance and punctuality is effective. Parents confirm the school's strict follow-up procedures for any absence which include requesting a medical report for long absences.• The school has appropriate systems to identify students with SEN, and those who are G&T. The school has identified 12 students with a range of a moderate challenges. Identification is supported by coordination with an accredited special education centre to comprehensively assess the needs of these students.• The school adopts an inclusive approach, whereby teachers and special education teachers provide the necessary support to SEN students in lessons. The individual education plans (IEPs) provided by the inclusion team are not fully effective because targets do not meet the individual needs of these student. The new resource room is not fully equipped with the necessary learning resources to meet SEN needs.				



- The school provides appropriate advice and career guidance to students transitioning between cycles. A workshop was recently organised for Grade 9 and 10 students to provide awareness about potential future careers. Support for ASL speakers is not effective.

Areas of Strength:

- The school's safe and inclusive premises and facilities.
- The promotion and management of behaviour, attendance, and punctuality.

Areas for Improvement:

- A more rigorous approach for identifying and supporting students with SEN and those who are gifted and talented.
- Resources and accurate IEPs that meet SEN students' needs.
- Effective support for ASL children and students.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall

Indicators:

The effectiveness of leadership

Acceptable

- The senior leadership team (SLT) which comprises of the principal, vice principal, and the academic coordinator demonstrates commitment to the UAE's National priorities, particularly in relation to sustainability and benchmark testing. A group of middle leaders oversees specific subject areas and together with the SLT, demonstrate an appropriate understanding of the curriculum and best practices in teaching and learning. The impact of actions to raise students' achievement is not yet consistent in all cycles and subjects. The school leaders are not adequately adhering to statutory and regulatory requirements due to the lack of provision in Arabic for ASL students.
- Friendly relationships and communication exist throughout the school and morale is good. Leaders at all levels ensure the school is compliant with statutory requirements and are aware of their roles and responsibilities and the school's improvement priorities. There is sufficient capacity to improve the school further.

Self-evaluation and improvement planning

Acceptable

- The SLT involves all staff in the self-evaluation process (SEF) but does not yet seek input from parents to gather their perspectives on areas that need improvement. The SEF predominantly relies on internal assessments, which do not always accurately represent students' achievement. The monitoring of teaching and learning is systematic, particularly for new teachers. Monitoring includes leaders' informal classroom visits and learning walks with constructive feedback given to each teacher. The school improvement plan identifies improvement priorities, outlines suitable strategies and includes a clear assignment of responsibilities and a defined timeline for review. It lacks a robust linkage of success criteria to students' outcomes and rigorous achievable goals that are continuously tracked to measure success.

Partnerships with parents and the community

Acceptable

- Parents' involvement makes a positive contribution to the school community. The school has a functioning parent council that participates in events, notably those focused on promoting UAE culture and heritage. The school uses various communication methods, such as



<p>surveys, social media applications and face-to-face meetings, to ensure parents are well-informed and their opinions sought. The SENCO provides regular updates to parents of SEN students on their children's progress. The termly reports to parents provide adequate information about their children's academic progress and personal development.</p> <ul style="list-style-type: none">The school has established partnerships with several local organisations, including the Ministry of Social Affairs, Civil Defence, Kalba's public library and the Women's Foundation to develop students' awareness of safety and to support their reading skills. Partnership with Al Morouj Kindergarten to share best practices is starting to enhance KG teachers' skills. The school's links with international organisations are limited.	
Governance	Acceptable
<ul style="list-style-type: none">The governing board is new and has representation and consultation from most stakeholders. The owner, who is the chair of the board, demonstrates a keen interest in the school. Governors play an effective role in financial scrutiny and oversight. They have plans to increase their monitoring of the school's performance after receiving the review visit report. The owner is generally supportive of initiatives such as the recent refurbishment of the building and the deployment of more management staff, including an academic coordinator. Governors promptly address any shortages in resources.	
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none">Most aspects of the school operations are well organised and foster an environment conducive to learning. Staff are suitably qualified. Staff development training is provided through the Kafaat programme, the impact of these sessions on improving students' attainment is not yet embedded. The school premises, including technology resources, library, science laboratory, theatre, and shaded playgrounds, are accessible to all and sufficient for the number of students. Resources adequately support curriculum delivery but, there is a limited range of subject-specific resources to support investigations and hands-on learning.	
Areas of Strength:	
<ul style="list-style-type: none">Professional and positive relationships and communication between staff and parents.Well-organised operations that foster a positive learning environment.	
Areas for Improvement:	
<ul style="list-style-type: none">The school is compliant with all statutory and regulatory requirements.	



- Self-evaluation processes that include all stakeholders and draw on accurate information, underpinning action plans that have clear and measurable goals.
- Professional development training to improve senior and middle leaders' skills in monitoring teaching and learning, and teachers' use of assessment data to inform lesson planning.
- Sufficient resources to support investigations and hands-on learning.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The Arabic department has 7 teachers. The teacher student ratio is 1:62. The school supports Arabic by providing extra activities to promote reading.
- The school has 1 library. It serves both boys and girls in the 3 cycles, with an appropriate selection of fiction and non-fiction books. The KG has reading corners with a small selection of books.
- In the classrooms, teachers have MoE Arabic textbooks and teachers encourage students' independent reading. In addition to guided reading, students have access to Arabic electronic reading resources like the Asafeer platform for Cycle 1 and the Noor platform for Cycle 2.
- Students participate in extra-curricular reading activities, such as the Reading Challenge and competitions and quizzes. The school has introduced libraries on trolleys to encourage reading. Students' progress in reading is tracked by students writing short summaries of their reading. Parents support their children's reading through home-based activities and celebrations of their successes.

The school's use of external benchmarking data

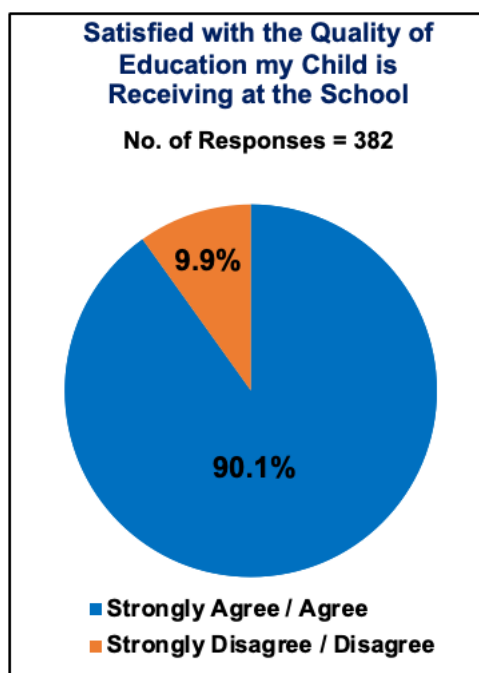
- Almost all (97%) students from Grade 4 to Grade 9 participated in the IBT tests in 2023-2024. All students in Grades 4 and 8 participated in the TIMSS assessments in 2022-2023; 95.45% participated in Mubakkir and 99.58% participated in TALA.
- To prepare students, teachers incorporate sample questions from the tests into their formative assessments and into lesson plans for students to practise skills. The principal has extended classroom sessions to 60 minutes to allow more daily practise time.
- Teachers communicate the importance of benchmarking tests to parents through group meetings. Test results are shared with students through their online personal accounts.
- Test results are communicated to parents through individual meetings and direct access to their children's accounts.

Provision for KG

- There are 4 teachers, 4 teaching assistants and a designated KG lead. The teacher: child ratio is 1:23.
- The indoor environment has 4 classes, each with its own set of accessible resources for most learning areas. There are sufficient large tables and chairs for individual and group learning. Displays are colourful with worksheets and individual pictures and writing prompts. The outdoor space is shaded and accessible for different activities. The MoE curriculum is implemented in KG.
- Parents attend an orientation meeting at the beginning of the academic year to ensure children's smooth start to school. Transition to Grade 1 is supported by teachers, and parents are welcome. The school has periodic meetings with KG parents to discuss their children's personal and academic development.
- The Pre-KG provides a caring environment that promotes academic, physical and emotional development through play, and integrates mathematics, science and phonics through whole-group discussions and the use of an interactive smartboard.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievements in all subjects and phases by:
 - accelerating the progress of ASL speakers in Arabic lessons.
 - developing reading, writing, and speaking skills in English and Arabic lessons across the school.
 - improving students' mental mathematics and word problem-solving skills through regular practice.
 - developing innovation, critical thinking, problem-solving, inquiry, use of technology and independent learning skills in lessons across subjects and grades.
- Improve the quality of teaching and assessment by:
 - ensuring students' active engagement from the start of lessons.
 - raising expectations of what students can achieve in all subjects, particularly in the lower grades.
 - ensuring children in KG have regular opportunities to explore and learn through play-based activities.
 - ensuring that teachers consistently plan well-differentiated work to effectively support the lower-attaining students and challenge the higher-attaining students.
 - ensuring accurate assessment and support for non-native students in Arabic and that they follow the designated curriculum for ASL speakers.



- ensuring teachers effectively analyse all types of assessment data, including internal and external, and use the information to match activities to students' needs.
- ensuring that assessment data is used effectively to monitor and track students' progress both individually and as groups.

- Improve the curriculum and support for SEN and G&T students to at least a good level by:
 - establishing a thorough system to identify G&T students.
 - developing more effective and detailed IEPs to ensure SEN students receive effective support both in lessons and in individual support sessions.
 - planning regular opportunities for G&T students to develop their skills and nurture their talents in lessons and curricular activities.
 - modifying the curriculum to meet the needs of all groups of students.

- Improve the school leadership to raise effectiveness to at least a good level by:
 - ensuring that the school is fully compliant with all statutory and regulatory requirements.
 - engaging all stakeholders in the school's SEF process, ensuring its alignment with the UAE School Inspection Framework.
 - using various sources of evidence to inform judgements and clear improvement targets measured for success by the impact on students' achievement.
 - improving the monitoring of teaching and learning processes to focus on the impact of teaching on students' outcomes.
 - focusing professional development training on the best teaching practices and analyses of assessment data to successfully guide instruction.
 - ensuring the curriculum is modified to meet the needs of ASL speakers.



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

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

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

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