



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Sunaa Al Ghad Private School
5 - 8 February 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	Information	Value
	School ID	101
	School location	Al Azra, Sharjah
	Establishment date	2014
	Language of instruction	Arabic
	School curriculum	Ministry of Education (MoE)
	Accreditation body	-
	Examination Board	MoE
	National Agenda Benchmark Tests/ International assessment	IBT, TALA, Mubakkir, TIMSS, PISA, EmSAT
	Fee range	6700-14200 AED
		Principal
Chair of Board of Governors		Hanan Bahjat Altinawi
Total number of teachers		73
Total number of teaching assistants		10
Turnover rate		3%
Main nationality of teachers		Syrian
	Teacher: student ratio	1:16
	Total number of students	1169
	Total number of students per cycle	KG: 138 Cycle 1: 490 Cycle 2: 285 Cycle 3: 256
	Number of Emirati students	19
	Number of Emirati students per cycle	KG: 0 Cycle 1: 4 Cycle 2: 11 Cycle 3: 4
	KG: number and gender	Boys: 71 Girls: 67
	Primary: number and gender	Boys: 323 Girls: 167
	Middle: number and gender	Boys: 167 Girls: 118
	High: number and gender	Boys: 154 Girls: 102
	Nationality groups	1. Syrian 2. Jordanian
Total number of students with special educational needs	13	



PROGRESS JOURNEY

Previous Review: 2022-2023	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 156 lesson observations, 24 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the same as the previous review visit. Achievement in KG and in Cycles 1 and 2 across most subjects is acceptable. Achievement has improved to good in social studies in all cycles and in Cycle 3, in Islamic education. Students' personal development and their application of Islamic values and knowledge and understanding of UAE culture and heritage remain good but their innovation skills are less secure across the school. The quality of teaching and assessment and the curriculum are acceptable overall. Care and protection, and health and safety procedures remain good, but guidance and support are acceptable. Leadership and management are acceptable. The principal has strong partnerships with parents and the governors. These have a positive impact on accelerating some aspects of the school improvement process, particularly the intensive professional development (PD) programme to support teachers. Steps to improve achievement have been partially successful, particularly in Cycle 3.

KEY AREAS OF STRENGTH:

- The improvement to good attainment, progress and learning skills in Cycle 3 across key subjects.
- Students' personal development, their behaviour across the school, and well-developed understanding of Islamic values and Emirati cultures and heritage.
- The rigorous protocols and arrangements for health and safety across the school.
- Effective partnerships with parents and the community who make significant contributions to the school.

KEY AREAS FOR IMPROVEMENT:

- Children and students' achievements in all subjects in the KG and in Cycles 1 and 2.
- Children and students' critical thinking, problem-solving, inquiry, research, and innovation skills in KG and Cycles 1 and 2.
- Teaching so that there are higher expectations of what children and students can do.
- The use of assessment that tracks progress and meets the needs of all individuals and student groups.
- Leadership at all levels use of robust self-evaluation to set clear improvement targets measured and monitored for success by improved student outcomes.



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	Good	Good
	Progress	Acceptable	Acceptable	Good	Good
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Arabic (as an additional Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Social Studies	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Science	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Good



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is acceptable in KG and Cycle 1 and good in Cycles 2 and 3. In lessons and in their work, students in Cycles 2 and 3 make better than expected progress, and children in KG and students in Cycle 1 make expected progress. This does not match the school's internal data.• The school's internal data shows attainment as outstanding. Grade 12 MoE results show attainment is outstanding. This does not match with what is observed in lessons and in students' work. Most children and students attain in line with curriculum standards in KG and Cycle 1, and a majority attain above in Cycles 2 and 3.• Children in KG and students in Cycle 1 memorise short Surah of the Holy Qur'an. Students in Cycle 1 understand the Islamic values, manners and etiquettes and apply these during their daily lives. Children in KG and students in Cycle 1 find explaining the meaning of words challenging. Students in Cycle 2 confidently memorise and recite short Surah and the Noble Hadeeth of Prophet Muhammad (PBUH). They have good understanding of the events in the life of Prophet Muhammad (PBUH). Cycle 3 students have a good understanding of the false Hadeeth. Cycle 2 and 3 students' understanding of the Holy Qur'an verses and the Prophet's Noble Hadeeth to elicit Sharia rules is less secure. Skills in applying age-appropriate Tajweed rules are less developed across all cycles.• Most groups of students make similar progress. Lower attaining students, and those with special educational needs (SEN) do not consistently make the same progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to memorise short Surah of the Holy Qur'an and the Noble Hadeeth of Prophet's Muhammad (PBUH) in KG and Cycle 1.• Students' understanding of false Hadeeth in Cycle 3.• Students' understanding of the events in the Prophet Muhammad's (PBUH) Seerah in Cycle 2.	<ul style="list-style-type: none">• Children and students' reciting skills in all cycles.• Students' understanding of the Holy Qur'an verses and the Prophet Muhammad's (PBUH) Noble Hadeeth to elicit Sharia rules in cycles 2 and 3.• Children and students' ability to explain the meaning of words in KG and Cycle 1.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as first language (AFL) is acceptable overall. In lessons and in their work, children in KG and students in Cycles 1 and 2 are acceptable and good in Cycle 3.• The school's internal data and IBT shows that students' attainment is outstanding. Grade 12 MoE exam results indicate outstanding achievement. This does not align with what is seen in lessons and in students' work. Children and students' attainment is acceptable in KG and Cycles 1 and 2, and good in Cycle 3.• Students in KG can recognise and draw the shapes of the Arabic alphabet. They read simple words well. In Cycle 1, students can distinguish between the Taa Marbootah and the suffix Haa of the masculine noun. They can read and analyse short story. They understand a literary text and extract the main and sub ideas. In Cycle 3, students extract rhetorical images in the poem like similes and metaphors. Most students can read texts to answer questions. Reading comprehension is less developed in KG, Cycles 1 and 2. Extended writing and analytical skills are less developed. The use standard Arabic is inconsistent in KG and Cycle 1 and more secure in Cycles 2 and 3.• Most groups of students make similar progress, including those with SEN. High attaining students are not sufficiently challenged to ensure they make progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' use of standard Arabic and reading skills in Cycle 3.• Students' text analysis skills in Cycle 3.• Students' ability to extract the rhetorical images in the poems in Cycle 3.	<ul style="list-style-type: none">• Students' extended writing skills across the school.• Reading comprehension in KG2 and Cycles 1 and 2.• The use of standard Arabic in lessons in KG and Cycle 1.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. In lessons and written work, the majority of students across all cycles make good progress. This does not match the school's internal data which shows students' progress is outstanding.• The school's internal data and Grade 12 MoE external results show that most students attain above curriculum standards. This does not match attainment in lessons and in students' work where the majority of children and students' attainment is good.• In KG, children sing the National anthem and identify the colours of the flag. They develop their knowledge and understanding of UAE culture, animals and plants. Cycle 1 confidently describes traditional costumes and customs. In Cycles 1 and 2, students demonstrate secure knowledge of the sources of renewable and non-renewable energy and how to make use of them. They understand the importance of natural pearls for the UAE economy. In Cycle 2, students can produce a geographical atlas to compare the 49 Asian countries. In Cycle 3, students understand the importance of cooperation among the Gulf Cooperation Council (GCC) and discuss world civilizations and cultures. Their understanding of the importance of preserving historical sites in the UAE and suggesting creative solutions for world problems is less developed. Students have good understanding of Emirati culture and heritage.• All groups of students make good progress, including high attaining students and those with SEN.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding and appreciation of the UAE culture and customs.• Students' understanding of Gulf Cooperation Council countries and the world civilization and cultures in Cycle 3.• Students' understanding of types of energy and the importance of natural pearls for the UAE economy in Cycles 1 and 2.	<ul style="list-style-type: none">• Students' creative solutions for world problems, such as the impact of traffic jams on world pollution, in Cycle 3.• Students' understanding the importance of preserving historical sites in the UAE, in Cycle 3.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. It is good in Cycle 3. The school's internal assessment shows progress is outstanding across all cycles. This does not match lesson observations and students' work, where most children and students' progress in KG and Cycles 1 and 2 is acceptable and good in Cycle 3.• The school's internal data shows that attainment is outstanding in KG and all cycles. External IBT data shows that attainment is weak in Cycle 1, good in Cycle 2 and very good in Cycle 3. Grade 12 MoE exams show outstanding results. The results do not match the attainment seen in lessons and students' work, which shows that attainment in KG and Cycles 1 and 2 is acceptable and, good in Cycle 3.• Children in KG recognise the shapes and sounds letters and read simple words. In Cycle 1 students ask questions and give answers to describe pictures. In Cycle 2, students read texts, identify main ideas and work out the meaning of new vocabulary from context. Students in Cycle 3 participate confidently in extended discussions and debate on familiar topics, using correct language structures. Speaking skills in KG and Cycle 1, and students' extended writing in Cycles 1, 2 and 3 are less developed. Students make less progress in comprehending long listening texts.• Most groups of students make expected progress. High attaining children in KG and students in Cycles 1 and 2 do not always make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to participate in extended discussions on familiar topics using correct English language structures in Cycle 3.• Students' ability to comprehend and identify the main ideas in reading texts in Cycle 2.• Children's phonics skills in KG.	<ul style="list-style-type: none">• Students' speaking skills in KG and Cycle 1.• Students' extended writing skills in Cycles 1, 2 and 3.• Students' ability to comprehend long listening texts in Cycles 1,2 and 3.



Mathematics	<ul style="list-style-type: none">Students' achievement in mathematics is acceptable overall. It is good in Cycle 3. In lessons and work, most children in KG and students in Cycles 1 and 2 make the expected progress. A majority of students in Cycle 3 make better than expected progress.The school's internal data shows that most children and students attain above curriculum standards. The external IBT mathematics data indicates that attainment is good in Cycles 1, 2 and 3. The MoE Grade 12 assessment indicates outstanding attainment. This does not align with lessons observed and students' work where most students in KG and Cycles 1 and 2 attain in line with curriculum standards and a majority attain above in Cycle 3.Children in KG count and recognise numbers to ten and can add two groups of numbers together. Students in Cycle 1 demonstrate adequate proficiency in basic arithmetic operations with numbers and fractions. Grade 4 students develop sufficient skills in addition and subtraction with like fractions. Children and students in KG and Cycle 1 find calculating mentally, problem solving and analysing data challenging. In Cycle 2, students have sufficient skills of algebraic problem-solving. By Grade 7, students show understanding of the steps to solve equations. although mental mathematics skills are less developed. In Cycle 3, students understand fundamental geometric transformations such as reflections. By Grade 10, students understand exponential equations.Most groups of students make similar progress, including those with SEN. Higher attainers do not always make the progress they should in KG and Cycles 1 and 2 due to lack of challenge.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' proficiency in geometry and measurement in Cycle 3.Algebraic problem-solving in Cycles 2 and 3.Measurement and transformations in Cycle 3.	<ul style="list-style-type: none">Students' skills in solving real-life problems and calculating mentally in KG and Cycle 1.Data analysis in KG and Cycle 1.Students' mental mathematics in Cycle 2.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. It is good in Cycle 3. In lessons and recent work, most children and students make expected progress in KG, Cycles 1 and 2, and better-than-expected progress in Cycle 3.• The school's internal assessment data indicates most children and students' attainment is outstanding in KG and all cycles. Students' attainment in IBT for Cycle 1 is weak, and in line with curriculum standards in Cycles 2 and 3. Grade 12 MoE exams show outstanding attainment. This does not fully align with attainment seen in lessons and students' work where students' attainment is acceptable in KG and Cycles 1 and 2 and good in Cycle 3.• Children in KG2 describe stages of butterflies and frog life cycles. In Cycle 1, students compare different types of clouds, and explain how heat transfers in matter. Exploration skills through investigation in KG and Cycle 1 are less developed. In Cycle 2, students develop secure understanding of animals' behaviour in different seasons. They grasp scientific methods to investigate and predict colour change of different indicators in solutions. Students' practical skills and scientific vocabulary to explain findings are less developed. Cycle 3 students extend scientific thinking skills well. The majority develop secure knowledge and understanding of concepts. For example, electrical fields, conversion of mechanical energy in physics, acid-base titration in chemistry, and extraction of DNA from different plants in biology. Students' deeper understanding of scientific concepts through applying scientific knowledge to real life is inconsistent.• There are insignificant differences in progress between different groups of students.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Scientific knowledge of life science in KG and Cycles 1 and 2.• Students' gradual progression in understanding basic scientific concepts in physical and earth science.• Students' investigation and practical skills in Cycle 3.	<ul style="list-style-type: none">• Students' scientific investigation skills in Cycles 1 and 2.• Children's' skills in exploring scientific concepts through practical investigation in KG.• Students' application of their learning to real life situations in Cycle 3.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. Most students make acceptable progress in KG and all cycles.• Internal assessments indicate most students attain in line with curriculum standards in other subjects. This matches attainment seen in lessons and recent work. There is no external assessment data for physical education (PE), computer studies and art.• In KG, children sometimes engage in dramatic play. Their imagination skills are less well developed. In PE, most students in Cycles 2 and 3 perform correct hand dribbling techniques in basketball. In Cycle 3, most students follow the rules to play a team game of football. Students are not sufficiently developing their physical endurance in PE. In ICT, in Cycle 2, most students collaborate to create three dimensional shapes, and the more able create a school website. In Cycle 3, most students use MIT software to create an application on their phones. In art, most Cycle 2 students confidently create an origami shape. In Cycle 3, students use nail polish to draw on water, creating an artistic picture based on paper marbling methods. Students' practical and creative skills in art are less well developed in Cycle 1.• Most groups of students make similar progress. Higher-attaining students do not make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' teamwork to develop PE skills.• Students' computing skills in Cycles 2 and 3.• Students' practical and creative skills in art in Cycles 2 and 3.	<ul style="list-style-type: none">• Children's imagination and role play in KG.• Students' practical and creative skills in art in Cycle 1.• Students' physical endurance in PE in Cycles 2 and 3.



Learning Skills	<ul style="list-style-type: none">• Students learning skills are acceptable overall. They are engaged in their learning, although children in KG only occasionally take responsibility for making choices for learning. Students are not always sure how to improve or take greater responsibility for guiding their own learning.• Most students across the school complete tasks collaboratively for short periods of time. They do not always understand their role and contribution in a group in KG and Cycle 1. In Cycle 3 students work collaboratively when conducting experiments and analysing poems together. Most children and students communicate clearly with teachers and peers and show secure leadership skills when presenting their work.• Children and students make some connections between learning in lessons and how it relates to other areas of the curriculum and real life. Students apply their learning through communicating their understanding of their rights and obligations towards the UAE. In social studies, they link learning about renewable energy to how it is being developed in the UAE. In physics, Cycle 3 students link their understanding of speed with sports.• Cycle 3 students use technology skills to create an application for face recognition, design logos for a day care setting and carry out basic research. They demonstrate critical thinking and problem-solving skills when discussing future careers and the impact of technology on the profession. The development of these skills is very limited in KG and Cycles 1 and 2. Innovation skills are less well developed across the school.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' collaboration and communication skills in Cycle 3.• Children and students' linking of learning to other subjects and to real life.• Children and students' interaction with teachers and each other when discussing their learning.	<ul style="list-style-type: none">• Students' responsibility for their own learning.• Critical thinking, problem solving and innovation skills, in KG and Cycles 1 and 2.• The use of learning technologies in lessons in KG and Cycles 1 and 2.



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">• Students have positive and responsible attitudes. They demonstrate self-reliance and respond to critical feedback in lessons, particularly in Cycle 3. This is less developed in other cycles and particularly in KG.• Students respect school rules inside and outside classrooms. Behaviour is good and bullying incidents are rare. The school has positive student-staff relationships. Students have a secure understanding of and respect for other people's different views. Students are courteous to each other. They help each other, which is evident during their group work inside the classroom.• Students demonstrate a secure understanding of safe and healthy living. They mostly make healthy food choices. Students participate in activities that help them keep fit, such as football and basketball.• Students' attendance of 95% is good, and most students arrive at school on time.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">• Students demonstrate a clear appreciation and understanding of how Islamic values influence their society. Students are involved in a variety of Islamic events, such as Prophet Mohammed's (PBUH) birthday, in addition to competitions on memorisation of Holy Qur'an verses.• Students show a clear understanding and appreciation of UAE heritage, culture, and values. They participate in a variety of national and cultural events such as National Day, Flag Day, and Martyrs Day, where they enjoy wearing national costumes and bringing traditional food. Students show pride of the UAE leaders and their achievements.• Students participate in activities that show other cultures, particularly in the morning assemblies. For example, they performed a play where they presented the customs of traditional civilisations. Students demonstrate only a basic understanding and appreciation of other world cultures through their interactions with peers with different nationalities.				
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

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<ul style="list-style-type: none">• Students have an awareness of their social responsibilities and are active through the student council. Older students sometimes volunteer with the Red Crescent and in projects raising funds to help the poor in Ramadan.• Their social contribution to the wider community is less developed. Most students have high work ethics, but less developed innovation, enterprise, and entrepreneurship. Students engage in a few innovative initiatives such as technology projects.• Students develop a secure understanding of sustainability in social studies, but are involved in only a few practical activities, such as recycling and growing their own plants in KG.
Areas of Strength:
<ul style="list-style-type: none">• Students' and children's positive and responsible attitudes, good behaviour and attendance.• Students' understanding, respect and appreciation of Islamic values and of their own, Emirati and world cultures.
Areas for Improvement:
<ul style="list-style-type: none">• Students' innovation, enterprise, and entrepreneurship.• Students' community involvement, especially in Cycle 3.• Children and students' environmental awareness and action.



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	Good

- Most teachers demonstrate secure subject knowledge. Planning is more consistent in Cycle 3 where teachers have a good understanding of how students learn and adapt their strategies accordingly. Teachers use a unified lesson plan which identifies clear learning objectives aligned to expected curriculum outcomes. Plans include an adequate range of activities to engage students in independent learning, this is less consistent in KG and Cycles 1 and 2. In the better lessons, teachers help students work productively together or individually. The use of time and learning resources is effective in Cycle 3, but inconsistent in KG and Cycles 1 and 2. There is adequate use of technology to support students' engagement and facilitate learning in all cycles.
- Positive interactions and a range of strategies encourage students to play an active role in their learning in Cycle 3 where teachers engage students in discussion. This is still inconsistent across the school. Teachers' use of probing questions to enhance students' engagement and critical thinking is strong in Cycle 3.
- Strategies, including questioning are not well differentiated to support the lower achieving and challenge the high attaining students. Challenge is stronger in the advanced stream in Cycle 3 where deeper questioning, practical work and research are integrated into the learning activities planned.
- Strategies to develop students' innovation, critical thinking, problem-solving, and independent learning skills are inconsistent. They are stronger in Cycle 3 mathematics and science lessons where teachers use mind mapping and debates effectively.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable
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- The school's internal assessment process is consistent and linked to curriculum expectations. Teachers use diagnostic, continuous and end-of-term tests inconsistently to monitor and track students' progress. The school benchmarks students' performance and achievement against national and international external assessment, including IBT, TIMSS, PISA, TALA, EMSAT and Mubakkir. This information has been incorporated into formal subject action plans but is not yet embedded in practice.
- Assessment data is analysed by grade and subject. There is considerable difference between the school's continuous assessments and external examination results in science, English, mathematics, and Arabic. The system has a measure of progress for individuals by grade and class in all subjects. Assessment information is used adequately to inform teaching and monitor and track progress. External examination questions are incorporated into lessons for all grades and subjects to guide students' learning. In Cycle 3, assessment information is not used consistently to plan for the needs of all children and students, including SEN, lower and higher attaining students and the gifted and talented (G&T).

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- Teachers have reasonable knowledge of the strengths and weaknesses of individual students and provide suitable challenges, support, feedback, and follow-up. Teachers encourage students to engage in plenaries to assess their own work and to share what they have learnt with peers, in Cycle 3. This and the sharing of success criteria have not been consistent in lessons across subjects to help students review and improve their learning independently.

Areas of Strength:

- Learning objectives aligned with expected curriculum outcomes.
- The range of effective teaching strategies in Cycle 3, including questioning that encourages students to play an active role in their learning.
- The developing use of external, national, and international benchmarking.

Areas for Improvement:

- Teaching strategies and activities that engage children and students in independent learning in KG and Cycle 1.
- Teachers' questions and activities that develop innovation, critical thinking and problem-solving skills in KG and Cycles 1 and 2.
- Teachers' use of assessment that meets students' different learning needs.



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	Good

- The school curriculum is reasonably broad and balanced. Lesson planning focuses more on the acquisition of knowledge than on development of subject specific learning skills in KG and Cycles 1 and 2. The curriculum follows MoE requirements and is aligned to meet UAE National Agenda. It identifies progression in skills, knowledge and understanding, and is designed to build on previous learning.
- Curricular options provide older students with some choices that develop their aspirations and help them identify and follow their interests and ambitions for the future. Some cross-curricular connections are integrated into lessons to assist students' transfer of learning between different subjects, but this is inconsistent. Younger students identify and recognise the organs of the body in English to support learning in science. Nevertheless, planned opportunities are more regular in Cycle 3 than other cycles.
- Senior leaders review the curriculum regularly to ensure it is aligned to national expectations. They do not review the delivery consistently to ensure it fully meets the academic and personal needs of all learners, particularly the higher attaining and G&T students.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Good
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- Senior leaders make adequate modifications to the curriculum. Those adaptations do not meet the needs of all groups of students. Few adaptations are made for lower and higher attainers, SEN students and G&T. Children in KG have too few opportunities to explore and learn through play.
- The school provides some opportunities for innovation, entrepreneurship, creativity, and social contribution for older students. It is limited or inconsistent in all cycles. In Cycle 3, there are some opportunities for students to develop their critical thinking. For example, the integration of debates in the Arabic curriculum is enhanced through opportunities for students to present poetry in Cycle 3.
- The curriculum provides learning experiences that enable students to develop a deep understanding of UAE values, culture, heritage in Arabic, social studies and Islamic education. The curriculum celebrates cultural events highlighting the diverse nature of the UAE, including food and clothes and that of other cultures represented in the school.

Areas of Strength:



- Curriculum compliance, continuity, and progression.
- The promotion of cross-curricular skills in Cycle 3.
- Promotion of UAE values, culture and heritage in Arabic, Islamic education and social studies.

Areas for Improvement:

- Regular opportunities for KG children to explore and learn through play.
- The review of curriculum delivery and modifications to ensure it fully meets the academic and personal needs of all learners.
- Curriculum enhancement to embed regular planned opportunities for innovation and enterprise in lessons in KG and Cycles 1 and 2.



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good

- The school has effective procedures and policies for the safeguarding of students, including child protection and internet safety. All parents, staff and students are aware of these procedures and follow them. The rare incidents of reported bullying are promptly addressed.
- The school ensures regular maintenance and checks are conducted for the school building and premises to ensure that students are safe in school. The school keeps accurate and secure records for maintenance and has effective procedures to report incidents related to school buildings and premises, recording subsequent actions. The school has effective arrangements to ensure safe arrival and departure of students.
- The school ensures all staff are aware of relevant information related to students' health. The school facilities are generally fit for purpose. Not all school premises are accessible to physically challenged students. The classrooms in KG are overcrowded and do not provide an environment conducive to effective learning. The school fosters healthy lifestyles with occasional awareness sessions, indoor assemblies and monitoring of food choices during breaks. It combats obesity through student awareness programmes and PE exercises.

Care and support	Acceptable	Acceptable	Acceptable	Acceptable
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- There are effective procedures for promoting students' positive attitudes and good behaviour. The strong relationships with staff and with each other are evident throughout the school day. Procedures to promote children's personal development are less developed in KG.
- The school has effective procedures to promote and monitor students' attendance and punctuality. The school communicates effectively with parents to follow up students' absence and punctuality.
- The school has adequate systems for identifying SEN students, with relevant support to meet their needs in most lessons. The school has not identified any G&T students and so does not fully provide appropriate support to meet their learning needs.
- The school provides appropriate support for SEN students. The special educational needs coordinator (SENCO) develops suitable individual educational plans (IEPs) detailing the support



needs for SEN students in lessons. These are not always consulted to ensure effective intervention in all lessons.

- The school regularly monitors the wellbeing of all students. It provides guidance and support to students in the transition to the next grade. Older students receive adequate academic and guidance, coordinated with their parents to help them choose their career path.

Areas of Strength:

- Effective procedures to ensure students' protection, health and safety.
- Systems for promoting good relationships, behaviour and attendance.
- Regular promotion of students' safe and healthy lifestyles.

Areas for Improvement:

- The learning environment in KG.
- Accessibility to the school building for all students.
- Identification and support of G&T students.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall

Indicators:

The effectiveness of leadership

Acceptable

- The principal and senior leaders demonstrate a clear commitment to UAE's national priorities, sharing this vision with stakeholders. While their understanding of the curriculum and teaching practices is reasonable, professional development has enhanced skills, particularly in Cycle 3, positively impacting on student attainment. There is room for improvement in the accuracy of leaders' judgments regarding student achievement, particularly in KG and Cycles 1 and 2.
- Collaborative relationships and high morale characterise the school environment, with open communication channels and delegated leadership responsibilities. Leaders have improved some aspects of the school and ensure that the school is compliant with statutory and regulatory requirements. Leaders demonstrate sufficient capacity to achieve the required improvements.

Self-evaluation and improvement planning

Acceptable

- The senior leadership team actively engages all staff in the self-evaluation process, identifying improvement areas and strategies with a strong reliance on data, notably external examination results. However, improvement targets lack a comprehensive understanding of their link to overall school performance, especially in teaching and learning. Systematic monitoring, including observation forms aligned with the UAE framework, provides constructive feedback to teachers, indicating areas for improvement. There is sufficient capacity to improve.

Partnerships with parents and the community

Good

- The parent council actively contributes to the school community by organizing events focused on UAE and Islamic celebrations. The school employs various communication methods to keep parents informed about events and student achievements, with the SENCO providing regular updates on children's progress.
- Partnerships with schools and local organisations positively impact student development and teaching quality in Cycle 3, international partnerships remain limited.

Governance

Good



- The Board of Governors, led by the owner, ensures representation from all stakeholders and possesses good knowledge of the school's needs, meeting statutory requirements effectively. They prioritize professional development for middle leaders and building renovations for inclusivity and active learning in KG. Recent deployment of a SENCO and social worker demonstrate commitment to student well-being. Regular meetings and school visits facilitate monitoring of performance, with analysis of assessment results contributing to improvement planning. Governors maintain accountability by questioning senior leadership.

Management, staffing, facilities and resources

Acceptable

- The school operates efficiently, with effective timetabling and minimal learning time loss during arrivals and dismissals, though inconsistencies are noted in the KG and during dismissal. Staff are suitably qualified, but some lack experience. A structured professional development programme improves middle leaders' capacity, positively affecting student attainment in Cycle 3. While premises and specialized facilities are sufficient, resources supporting active learning in KG and Cycle 1 are insufficient.

Areas of Strength:

- Positive relationships and high morale.
- The influence of the Board of Governors in creating a culture of collaboration in the school.
- Open communication channels and productive partnership with parents.

Areas for Improvement:

- Embedding data analysis in the self-evaluation process to establish success criteria linked to student achievement.
- The resources to foster hands-on learning across KG and Cycle 1.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 27 Arabic teachers with a teacher to student ratio of 1:43. The Arabic coordinator oversees planning, lessons, and assessments.
- The library stocks 3,300 books, including 822 Arabic books and others covering various subjects and magazines that emphasise promoting national identity.
- Collaboration exists between the school library and two local libraries. Students have access to 13-17 library periods per week to enhance reading and writing skills, with active parental involvement encouraged.
- Students engage in diverse activities, such as seminars in Oman and the Arabic Reading Challenge, with notable achievements including a student-authored book and articles for Majed magazine, showcasing their talents and accomplishments.

The school's use of external benchmarking data

- In the academic year 2023-2024, 653 students in Grades 3 to 9 took the IBT test, while Grades 4 and 8 participated in the TIMSS 2023 exam. All students in Grades 3 to 11 undertook the TALA Arabic test, and KG, Grades 1, and 2 students completed the Mubakkir test.
- The school integrates exam questions into lessons, ensuring students' readiness for external exams. The Board of Governors covers examination fees for all students.
- Results of international benchmarking tests are shared with students and parents, with teachers discussing them for clarity.
- Standardised test results are promptly uploaded to the Paradigm platform for easy parental access.

Provision for KG

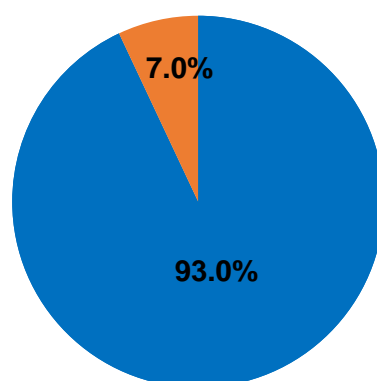
- In KG, 6 teachers maintain a 1:12 teacher-child ratio. Complemented by 6 teaching assistants, an art and PE teacher, a KG coordinator, and a supervisor, the environment is enriched.
- Indoors, there is a multi-purpose space with a range of centres and a library corner, equipped with English and Arabic books to foster the development of literacy.
- Outside, there is a shaded play area for activities to encourage the development of children's gross motor skills, although resources for hands-on activities are limited.
- To facilitate a smooth transition to Grade 1, parents are offered an orientation programme, inclusive of classroom tours and curriculum insights. Teachers collaborate to ensure a seamless transition of children to Cycle 1, prioritising continuity and holistic development.



VIEWS OF PARENTS

Satisfied with the Quality of Education my Child is Receiving at the School

No. of Responses = 614



■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievements in all subjects, particularly in Cycles 1 and 2 by:
 - developing students' reading, writing, and speaking skills in English and Arabic lessons.
 - improving students' mental mathematics and word problem-solving skills through regular practice.
 - developing students' scientific investigation and practical skills in Cycles 1 and 2.
 - providing more age-appropriate Tajweed opportunities to enhance students' recitation skills.
 - strengthening students' understanding about the UAE through more field trips and engagement in national projects.
- Improve the quality of teaching and assessment by:
 - engaging students consistently in active learning in all subjects and grades.
 - raising expectations of what students can achieve in all subjects and grades.
 - providing consistent opportunities for students to develop independent learning skills.
 - More regular opportunities for students to develop their critical thinking, problem-solving, inquiry, research, and innovation skills.

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- planning consistently well-differentiated work to effectively support and challenge all groups of students.
- ensuring teachers effectively use assessment data to match activities to students' learning needs and to monitor and track the progress of all students.
- using students' self and peer evaluations to help them identify their strengths and improvement steps independently.
- Improve the school leadership to raise effectiveness by:
 - developing a school improvement plan informed by self-evaluation, ensuring targets are SMART, and success criteria are linked to students' achievement.
 - enhancing monitoring of teaching and learning processes and tools to focus on the impact of teaching on students' outcomes.
 - engaging the Board of Governors in more rigorous monitoring and holding senior leaders accountable for the students' outcomes.
 - sharing of best practices across all cycles.
 - providing more subject-specific resources for hands-on learning in KG and Cycle 1.



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.