



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

# School Performance Review (SPR) Report

Al Ulla Private School  
19 – 22 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.






<b>Outstanding</b>	The quality of performance substantially exceeds the expectations of the UAE
<b>Very good</b>	The quality of performance exceeds the expectations of the UAE
<b>Good</b>	The quality of performance meets the expectations of the UAE
<b>Acceptable</b>	The quality of performance meets the minimum level required in the UAE
<b>Weak</b>	The quality of performance is below the expectation of the UAE
<b>Very weak</b>	The quality of performance is significantly below the expectation of the UAE

To gather the required information to inform these judgements, our team of reviewers carried out a wide range of activities during the four-day visit, including:

- visits to lessons in Arabic, Islamic education, UAE social studies, English, mathematics and science, and other subjects, including lessons reviewed jointly with senior leaders of the school;
- reviewing important documents such as school self-evaluation form, school policies and the school improvement plan;
- meeting the Governors, Principal, senior leaders, middle leaders, subject coordinators, teachers, parents, and students;
- reviewing teachers' lesson plans, samples of students' coursework and related information;
- attending school activities such as assemblies, arrivals, departures, and break times; and analysing the outcomes of the surveys returned by parents.



## SCHOOL INFORMATION

School	
School ID	128
School location	Al Azra, Sharjah
Establishment date	1997
Language of instruction	Arabic
School curriculum	MoE
Accreditation body	-
Examination Board	-
National Agenda Benchmark Tests/ International assessment	IBT, TALA, Mubakkir, TIMSS
Fee range	6,000 - 12,000 AED
Staff	
Principal	Ihab Taha
Chair of Board of Governors	Ahmad Thabet
Total number of teachers	60
Total number of teaching assistants	0
Turnover rate	16.7%
Main nationality of teachers	Egyptian
Teacher: student ratio	1:17
Students	
Total number of students	1,028
Total number of students per cycle	KG:0 Cycle 1: 323 Cycle 2: 439 Cycle 3: 266
Number of Emirati students	7
Number of Emirati students per cycle	Cycle 1:1 Cycle 2:1 Cycle 3: 5
KG: number and gender	0
Cycle 1: number and gender	Boys: 168 Girls: 155
Cycle 2: number and gender	Boys: 225 Girls: 214
Cycle 3: number and gender	Boys: 55 Girls: 211
Nationality groups	1. Syrian 2. Egyptian
Total number of students with special educational needs	5



## PROGRESS JOURNEY

Previous Review 2022-23:	Current Review:
ACCEPTABLE	ACCEPTABLE

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 164 lesson observations, 22 of which were carried out jointly with school leaders.

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

The school's overall effectiveness is acceptable. Most students across Cycles 1 and 2 attain in line with curriculum standards across all subjects and make expected progress. The majority of students in Cycle 3 attain above curriculum standards across Arabic, Islamic education, social studies and mathematics. A majority make better than expected progress. Most make expected progress in science and other subjects and attain in line with curriculum standards. Students' learning skills are acceptable in Cycles 1 and 2 but good in Cycle 3. Students' personal development and their application of Islamic values are good. Students' innovation skills are less secure across the school. The quality of teaching and assessment and the curriculum are acceptable. Teachers are generally focused more on implementing the content of the curriculum and building knowledge rather than developing students' skills. The school's effective health and safety procedures and supportive relationships create a secure environment, but the school has not yet identified gifted and talented (G&T) students. Leadership and management are acceptable; senior leaders have a shared vision, but not a clear understanding of their roles. The principal has effective partnerships with parents which positively impact the school ethos. There is an acceptable capacity to improve.

#### KEY AREAS OF STRENGTH:

- Students' good achievement in Cycle 3 in Arabic, mathematics, Islamic education, and social studies.
- Students' reasoning skills, deep understanding of the UAE society, and application of Islamic values.
- Students' attendance, and their responsibility for their own learning across the school.
- Relationships between students and teachers are courteous, warm, and respectful.
- Effective partnerships with parents and the community positively impact the school ethos.

#### KEY AREAS FOR IMPROVEMENT:

- Students' attainment and progress in all subjects, particularly in Cycles 1 and 2.
- Students' innovation skills, and their problem-solving, inquiry, research, and creativity particularly in Cycles 1 and 2, and students' use of technology in Cycle 1.
- The quality of teaching is based on accurate analysis of assessment data including sufficient support for the lower attaining students and challenge for the higher attaining students.



- The use of assessment that tracks progress and meets the needs of all individuals and student groups, including those with special educational needs (SEN) and those that are gifted and talented.
- The quality of curriculum review and action to ensure continuity and progression in Cycles 1 and 2.
- The quality of leadership at all levels, including governance, uses 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	N/A	Acceptable	Acceptable	Good
	Progress	N/A	Acceptable	Acceptable	Good
Arabic (as a First Language)	Attainment	N/A	Acceptable	Acceptable	Good
	Progress	N/A	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	N/A	Acceptable	Acceptable	Good
	Progress	N/A	Acceptable	Acceptable	Good
English	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	N/A	Acceptable	Acceptable	Good
	Progress	N/A	Acceptable	Acceptable	Good
Science	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Learning Skills		N/A	Acceptable	Acceptable	Good



<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic education is acceptable overall. School internal assessments indicate outstanding progress. In Cycles 1 and 2, students make expected progress, and in Cycle 3 the majority make better than expected progress.</li><li>• In the MoE external examination, most Grade 12 students attained above curriculum standards. Internal assessments indicate most students attain above curriculum standards. This is not seen in lessons and in students' work where most students attain the curriculum standards in Cycles 1 and 2 and a majority above in Cycle 3.</li><li>• In Cycle 1, most students recite the Holy Qur'an and read the Noble Hadeeth. They identify the main lesson in the Holy Qur'an verses and Noble Hadeeth, and the overall meaning of prescribed Hadeeths. Only a few students follow the appropriate Tajweed rules when reciting the Holy Qur'an. In Cycle 2, most students identify the main moral value in the Holy verses, explain the Islamic concept that work is a form of worship, and recognise the importance of the cohesion society in Islam. In Cycle 3, the majority of students recite prescribed Surat Al-Waqi'ah, conclude the main ideas and values in the Surah and contexts of revelation. Only a minority understand the role of the Islamic scientists in creative thinking. In all cycles, students following the Islamic etiquettes of Qur'an recitation and respecting Prophet Muhammad (PBUH) whenever mentioned.</li><li>• Most groups of students make the expected progress. SEN students do not always make the progress that they are capable of, particularly in Cycles 1 and 2.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' understanding of the Noble Hadeeth and the application of Islam in their lives in all cycles.</li><li>• Students following the Islamic etiquettes of the Holy Qur'an recitation and respecting Prophet Muhammad (PBUH) in all cycles.</li></ul>	<ul style="list-style-type: none"><li>• Students' recitation of the Holy Qur'an following Tajweed rules in Cycle 1.</li><li>• Students' linking the Islamic values and lessons of the Noble Hadeeth to society, in Cycles 1 and 2.</li></ul>



<b>Arabic</b>	<ul style="list-style-type: none"><li>• Students' achievement in Arabic is acceptable overall. Achievement is good in Cycle 3. The school's internal data indicates that most students make outstanding progress across cycles. This does not match observed progress in lessons and in their recent work where most students in Cycles 1 and 2 make the expected progress and the majority of students in Cycle 3 make better than expected progress.</li><li>• The external International Benchmark Test (IBT) results indicate Grade 5 students attained above and Grade 7 students below the national and international standards. In the MoE exit exam, most Grade 12 students attained above the curriculum standards. Internal assessments indicate most students across the cycles attain above curriculum standards. In lessons and in their work, most students in Cycles 1 and 2 attain the curriculum standards and the majority above in Cycle 3.</li><li>• In Cycle 1, most students read texts aloud; recognise new words, identify verb tenses and use interrogative tools to comprehend text. Only a few can apply grammatical rules in their writing. In Cycle 2, most students listen to poetic text for understanding and read poems expressively. They can read informational text, identify meaning of new words and use them in sentences with direction. Only a few can speak in a clear, expressive voice using standard Arabic. In Cycle 3, the majority of students can present a persuasive argument supported by evidence. They create and use resources to debate on a controversial topic and evaluate their presentation.</li><li>• Most groups of students, including higher attaining make the expected progress. SEN students do not always make the progress of which they are capable in cycles 1 and 2. Emirati students make similar progress and girls in the advanced sections make better progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' reading fluency and comprehension in Cycle 1.</li><li>• Students' presentation and debating skills in Cycle 3.</li></ul>	<ul style="list-style-type: none"><li>• Students' use of grammar in their writing in Cycle 1.</li><li>• Students' expressive speaking in standard Arabic in Cycle 2.</li><li>• Students' using sound linguistics in informational texts in Cycle 2.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is acceptable overall. It is good in Cycle 3. School internal assessments indicate outstanding progress across all cycles. In lessons, most students in Cycles 1 and 2 make expected progress. In Cycle 3 a majority make better than expected progress.</li><li>• In the MoE external examination, most Grade 12 students attained above the curriculum standard. Internal assessments indicate most students across the cycles attain above curriculum standards. This is not seen in lessons and in students' work where most students in Cycles 1 and 2 attain the curriculum standards and a majority above in Cycle 3.</li><li>• In Cycle 1, most students demonstrate secure understanding of the biography of Sheikh Zayed bin Sultan Al Nahyan (RIP), and his achievements in Al Ain. They recognise the reason behind the names of some emirates and locate Abu Dhabi and Dubai on a map. They can identify their rights in general, but few understand their rights and duties to the family and society. Cycle 1 students' understanding of cultural and historical changes in UAE over time that affect contemporary society is less developed. In Cycle 2, most students distinguish between the types of identify the concept a 'Green Economy'. They recognise the UAE support for a sustainable society and identify natural energy resources from wind, water and sun. Only a few suggest alternative renewable resources for everyday energy use. In Cycle 3, the majority of students discuss the impact of the environment. They recognise the importance of historical discoveries to cultural development. They can identify and understand e-commerce types.</li><li>• Most groups make expected progress. Higher attaining students make expected progress, while SEN students do not make the progress that they are capable of, particularly in Cycles 1 and 2.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' knowledge and understanding of environment issues in Cycles 2 and 3.</li><li>• Students' knowledge of UAE culture and the achievements of UAE founder H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP).</li><li>• Students' understanding of UAE economy, particularly e-commerce in Cycle 3.</li></ul>	<ul style="list-style-type: none"><li>• Students' deeper understanding of their rights and duties to family and society, in Cycle 1.</li><li>• Students' understanding of the impact on contemporary society of cultural and historical changes in UAE in Cycle 1.</li><li>• Students' understanding of alternative sustainable and renewable energy sources in Cycle 2.</li></ul>



<b>English</b>	<ul style="list-style-type: none"><li>• Students' achievement in English is acceptable overall. Most students make the expected progress observed in lessons and in their work. This is not in line with the school's internal assessment data where most students make better than expected progress.</li><li>• External IBT (2022-2023) assessment for Grades 3 – 10 show that most students attain levels in line with national standards in all cycles. In the MoE exit exam, most Grade 12 students achieve above the curriculum standard. Internal assessments indicate most students across the cycles attain above curriculum standards. This does not match attainment seen in lessons and students' work where most students attain in line with curriculum standards.</li><li>• In Cycle 1, most students read unfamiliar words, write simple sentences, and remember key details from a story. A minority of students can predict what will happen next in a story, but few can use these skills when writing their own stories. In Cycle 2, students can use reading strategies such as skimming and scanning to elicit information from text. Only higher attaining students lead discussions on familiar topics and give their opinions. In Cycle 3, students use online dictionaries to research vocabulary and summarise information from data. They do not consistently use it in their own paragraph writing. Students' writing across cycles does not extend over a variety of genres.</li><li>• Most groups of students make the expected progress. Grade 1 students make slower progress than other grades in Cycle 1.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' use of reading strategies and skills to in Cycles 1 and 2.</li><li>• Students' ability to use research to extend vocabulary in Cycle 3.</li></ul>	<ul style="list-style-type: none"><li>• Students' extended writing in all cycles.</li><li>• Students' inference and prediction skills in Cycle 1.</li><li>• Students' discussion skills in familiar and unfamiliar topics in Cycle 2.</li><li>• Students' correct use of new vocabulary in their own paragraph writing in Cycle 3.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>Students' achievement in mathematics is acceptable in cycles 1 and 2, and good in Cycle 3. Internal school data indicates that students make outstanding progress across the school. This is not seen in lessons and workbooks where most students in cycles 1 and 2 make expected progress. The majority in Cycle 3 make better than expected progress.</li><li>External IBT (2022-2023) results for Grades 3 - 10 show that most students attain levels in line with National and international standards across . In MoE external examination, most Grade 12 students attained above the curriculum standard. Internal assessments indicate most students across attain above curriculum standards. In lessons and in their work, most students in cycles 1 and 2 attain the curriculum standards. The majority of students in Cycle 3 attain above curriculum standards.</li><li>In Grade 1, most students can compare two-digit numbers, using the symbols for greater than, less than, and equal. Students' recognition and application of these symbols to real-life experience is less developed. By the end of Cycle 1, most students have developed acceptable mental math skills, estimating additions and differences of multi-digit numbers. Few can use more than one strategy to find a solution. In Cycle 2, most students have developed secure geometric knowledge, describing triangles by sides and angles and relating this knowledge to the real world. Skills in solving more complex geometric problems is less developed. In Cycle 3, the majority of students recognise position vectors, find magnitude using distance formula and apply it to real-life contexts. Students in Grade 12 in the advanced stream have developed secure knowledge in these skills. Students' ability to analyse, evaluate graphs and reflect on their work is less developed.</li><li>Most groups make similar progress except higher attaining students in cycles 1 and 2 who do not make the progress they are capable of due to limited differentiation. Students in Grade 1 who start school with no literacy make limited progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' estimation of additions and differences of multi-digit numbers in Cycle 1.</li><li>Students' skills in Cycles 2 and 3 applying mathematical concepts and knowledge in real life context.</li><li>Students' use of formulae to solve real-life problems in Cycle 3.</li></ul>	<ul style="list-style-type: none"><li>Students' application of mathematical knowledge to real-world contexts in Cycle 1.</li><li>Students' abilities to solve complex mathematical problems using more than one strategy, particularly in Cycle 2.</li><li>Students' ability to analyse, evaluate graphs and reflect on their work in Cycle 3.</li></ul>



<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is acceptable overall. The school's internal data shows that most students make better than expected progress in all cycles. This does not match with that seen in lessons and in students' work, where most students make the expected progress across the school.</li><li>• External IBT (2022-2023) assessment for Grades 3 to 10 results show that most students attain levels in line with national and international standards across cycles. In MoE external examination, most Grade 12 students attained above the curriculum standards. Internal assessments indicate most students across cycles attain above curriculum standards. In lessons, most attain the curriculum standards.</li><li>• Most students in Cycles 1 and 2 demonstrate adequate scientific knowledge and skills, but do not always use accurate scientific terminology. In Cycle 1, students develop a reasonable understanding of their environment, weather features and seasons. Students can identify water cycle stages and processes. In Cycle 2, students show secure understanding when discussing body systems and their learning about forces and Newton's laws. In Cycle 3, most students can solve equations to find PH of substances in chemistry. They can differentiate between types of motion in physics and can extract DNA in the lab in biology. Across the school, students relate their knowledge and understanding to real-life. They do not have sufficiently developed skills to conduct practical work and inquiry-based learning in Cycles 1 and 2 and are less able to discuss and interpret scientific data and draw conclusions in Cycle 2. In Cycle 3, most students work productively in the lab to carry out an experiment with simple steps. Research skills and report writing are underdeveloped.</li><li>• Most groups of students make the expected progress overall. A few higher attaining and lower attaining students and those with SEN do not always make sufficient progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' ability to work productively in groups in the lab to conduct practical work and experiments in Cycle 3.</li><li>• Students' application of scientific knowledge to real life across all.</li></ul>	<ul style="list-style-type: none"><li>• Students' enquiry, exploration, and practical activities particularly in Cycle 1.</li><li>• Students' ability to discuss and interpret scientific data and draw conclusions in Cycle 2.</li><li>• Students' ability to use accurate scientific terminology to write reports in Cycles 1 and 2.</li></ul>



<b>Other subjects</b>	<ul style="list-style-type: none"><li>• Students' achievement in other subjects is acceptable overall. Most students make expected progress as observed in lessons and work in sports, art, and cycles 1 and 2 computer, creative design, and innovation lessons. In Cycle 3, only computer, creative design and innovation students make better than expected progress.</li><li>• There are no external assessments for other subjects. Most students attain curriculum standards in sports and art, and cycles 1 and 2 in computer, creative design, and innovation. The majority of Cycle 3 students in computer, creative design and innovation attain above curriculum standards.</li><li>• 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 2, most students can pass a ball while running, and in Cycle 3 a minority of students can pass and dodge confidently. Students cannot employ tactics and strategies to out-manoeuvre opponents or participate in team matches. In art, most students across the school can choose different mediums to express their creativity. Most students in all cycles show limited evidence of developing ideas and more complex art skills such as drawing. In computer, creative design and innovation, most students in Cycle 1 can understand that they and others make decisions. In Cycle 2 most students can explain what atoms consist of, explain what a circuit is and how a circuit works. In Cycle 3, the majority of students understand and can discuss the benefits and negative aspects of artificial intelligence.</li><li>• Most groups make the expected progress from their starting points. The G&amp;T and higher-attaining students do not always make the progress they are capable of, especially in sports and art.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' progress in acquiring an understanding of artificial intelligence in Cycle 3 computer, creative design, and innovation.</li><li>• Students' manipulation skills of the ball across all cycles in sports.</li></ul>	<ul style="list-style-type: none"><li>• Students' tactical skills in sport through participating in team games in lessons.</li><li>• Students' ability to develop their own ideas and acquire more complex skills in art.</li><li>• Higher attaining and G&amp;T students' advanced skills in sports, art and computer creative design and innovation.</li></ul>





<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Students' learning skills are acceptable overall. Learning skills are good in Cycle 3. Throughout the school, most students enjoy learning and as they move through the school take more responsibility for their learning. Independent learning is less developed in Cycles 1 and 2 where students are often passive learners, particularly in the lower grades.</li><li>• Students know how to improve their work in general terms. In the best lessons, they assess their work, for example in computer-aided design and innovation, and use online assessment tests in mathematics. Group work is inconsistent across the school, but collaboration is more purposeful in Cycle 3. Students present findings and discuss ideas on sustainability and the green economy in science, and students debate social media in Arabic.</li><li>• Students can make some connections with other areas of the curriculum and the world in lessons across the school. For example, the use of triangles in Burj Khalifa in mathematics in Cycle 1 and the UAE vision and sustainability in science in Cycle 2. Students can link decision-making to activities in their daily lives in computer, creative design, and innovation.</li><li>• Students' critical thinking and problem-solving skills are more developed in Cycle 3 than in Cycles 1 and 2. For example, making predictions about the future in social studies, and reflective thinking in English about poetry and literature. Research and inquiry skills are apparent in Cycle 3, for example, researching historical places in Abu Dhabi in social studies. Students used learning technology in some lessons for basic research, but it is not extended to inquiry or problem-solving, particularly in Cycle 2. Learning technologies are rarely used in Cycle 1.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' enjoyment of and their engagement with learning in Cycle 3.</li><li>• Students' ability to connect their learning with other areas of the curriculum and the world.</li><li>• Collaborative learning in Cycle 3.</li></ul>	<ul style="list-style-type: none"><li>• Students' consistent collaborative group work and communicating what they have learnt in Cycles 1 and 2.</li><li>• Students' innovation, critical thinking and problem-solving skills, particularly in Cycles 1 and 2.</li><li>• Students' use of learning technology across cycles.</li></ul>



## 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
<b>Personal development</b>	N/A	Good	Good	Good
<ul style="list-style-type: none"> <li>Students across the school have positive attitudes and demonstrate self-reliance and respond to critical feedback in Cycle 3. Students are polite and demonstrate respect and consideration to other students and staff. Student council members offer help to students inside and outside classrooms. This leads to a positive learning environment both inside and outside of the classroom.</li> <li>Students follow school rules, although the behaviour of a minority of Grade 1 students is concerning at times. Students reported that the very rare incidents of bullying are dealt with promptly.</li> <li>Students demonstrate a general understanding of safe and healthy living. A minority make inconsistent choices about their own health and safety, with a noticeable number choosing to bring unhealthy snacks to school. Most participate in regular PE lessons. They occasionally participate in additional activities that promote safe and healthy lifestyles.</li> <li>The attendance at 96% is very good. Punctuality to school and to lessons is good.</li> </ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	N/A	Good	Good	Good
<ul style="list-style-type: none"> <li>Students demonstrate good appreciation and understanding of how Islamic values influence their society. Students are involved in a variety of Islamic events, including delivering speeches. They recite the Holy Qur'an with respect in lessons and in morning assemblies. They celebrate Ramadan. They put into practice the Islamic values they learn through their conduct in school.</li> <li>Students show a very clear understanding and appreciation of UAE heritage, culture, and values. They show their respect and appreciation to the UAE leaders and are proud to be living in the UAE. Displays around the school reflect the secure knowledge and understanding of the UAE culture and heritage. Students chant the national anthem in morning assemblies respectfully. Morning assemblies include presentations about sustainability and UAE leadership vision.</li> <li>Students demonstrate a clear understanding and appreciation of their own culture but less secure understanding of other cultures. Students sometimes celebrate other world cultures through trying different food from different cultures.</li> </ul>				



Social responsibility and innovation skills	N/A	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"><li>• Students are aware of their responsibilities in the school community. Cycle 3 students play a full part in activities, including volunteering. Members of the students' council play a positive role in school life and show commitment for their social responsibility. A few students in the pastoral committee take leadership roles in lessons and extra-curricular activities. Students volunteer to help in Cycles 1 and 2 when given the opportunity.</li><li>• Students enjoy being involved in activities but rarely initiate them. They make valid and helpful contributions to projects or other activities like recycling. Decision-making is reasonable but underdeveloped in Cycle 1. Students complete individual creative innovative work through the Innovation and Research Club, projects, and experiments, particularly in the upper school. Innovation, enterprise and entrepreneurship skills are underdeveloped in lessons.</li><li>• Students show secure awareness of environmental issues, including sustainability through science and social studies lessons, and in morning assemblies and extra-curricular activities. Students participate in projects to improve their school environment. For example, they grew plants in pipes and participated in a project that produces biofuel from planktons. The student council organise environmental awareness sessions. Students participate in a limited range of activities that support sustainability and conservation in the local community.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Students' attendance.</li><li>• Students' attitudes and their understanding and appreciation of UAE culture and Islamic values.</li><li>• Students' developing awareness about sustainability issues.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• Consistent awareness and understanding of the importance of leading safe and healthy lifestyles across the school.</li><li>• Students taking initiative, particularly in Cycle 1, and entrepreneurship, enterprise and innovative skills across the school, including in lessons.</li><li>• Students' broader understanding and appreciation of cultures other than their own.</li></ul>				



## 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	N/A	Acceptable	Acceptable	Good

- The overall quality of teaching is acceptable. It is good in Cycle 3. Teachers in all cycles, and particularly in mathematics, Arabic, social studies and Islamic education in Cycle 3, have secure knowledge of their subjects. Teachers' subject knowledge is not as secure in Cycle 1 English as teachers are less knowledgeable about how students learn. The quality of lesson planning is variable. Lessons are aligned to curriculum standards but planning only sometimes take account of students' prior learning. Teachers do not always manage time effectively and so the pace of lessons is slow and sometimes activities are not given enough time to be completed well. Classroom displays are not always linked to relevant themes.
- Teacher-student interactions are positive and help to ensure that students are sufficiently engaged in lessons, although this is less consistent in Cycle 1. In Cycle 1, teachers ask too many short-answer questions and so do not always challenge students to think deeply or provide extended answers. Questioning is typically stronger in Cycles 2 and 3 and in the best lessons students engage in dialogue and use questions to challenge each other to develop their understanding further.
- Teachers use varied strategies, although these approaches are not consistent and systematically applied to address the needs of higher and lower attaining students. Their focus lies on knowledge rather than skills-based development. Not all teachers have high expectations of what students can achieve.
- In better lessons, teachers use good questioning techniques and encourage research skills, and give time for students to reflect on complex questions that promote critical thinking. Teachers do not provide sufficient opportunities for students to develop innovative skills.

Assessment	N/A	Acceptable	Acceptable	Good

- Assessment is acceptable overall and good in Cycle 3. The school implements MoE formative, continuous and summative examinations across all levels. It also uses quizzes, students' work and informal tests to monitor students' progress in lessons.
- The school uses the IBT and TIMSS to benchmark students' attainment in Arabic, English, mathematics, and science to international standards. Students' attainment in Arabic is benchmarked to TALA and Mubakkir tests. G12 also sit MoE Exit examinations. External examinations are not accurately analysed to identify trends in students' attainment and groups.
- Assessment information is not yet consistently used to inform teaching and curriculum planning to meet the needs of groups of students. Teachers have reasonable knowledge of the strengths and weaknesses of individual students. Questioning provides some focused challenges, support,

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feedback, and follow-up, especially in Cycle 3. Students are sometimes involved in assessing their own learning.

**Areas of Strength:**

- Teachers' knowledge of their subjects especially in mathematics, Arabic, social studies and Islamic education in Cycle 3.
- Respectful interactions between staff and students ensure that most students are engaged learners.
- Effective practice in computer design.

**Areas for Improvement:**

- Effective management of time in lessons to maximize students' learning.
- The development of students' critical thinking and problem-solving skills and more opportunities for students to play an active part in lessons, especially in Cycles 1 and 2.
- Accurate analysis of external data to benchmark and identify trends in attainment for individual students and groups, and use it to inform lesson planning, differentiated activities and feedback.



## PERFORMANCE STANDARD 4: CURRICULUM

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
<b>Curriculum design and implementation</b>	<b>N/A</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>

- The curriculum is broad and balanced and follows the requirements specified in the MoE programmes of work. It mostly develops knowledge, although planning for skills development is stronger in Cycle 3. The curriculum provides continuity and progression in key subjects to allow students to build knowledge and skills adequately. 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 between chemistry or biology.
- Across the school, curriculum planning generally incorporates opportunities for students to make meaningful links between areas of learning. In all subjects, students link to UAE culture and Islamic values. In Cycle 2, the curriculum links mathematical conceptual terms with science. Students use fractions to calculate quantities when preparing chemicals in the lab. In English, they link with sports, for example like winning the gold medal in 2020 Paralympics in Japan. They use computer technology to draw mathematical shapes and relate discussions about recycling in social studies to science.
- While staff regularly meet to review and discuss the curriculum's contents, there is less focus on ensuring that the provision precisely matches the needs of individuals and different groups of students.

<b>Curriculum adaptation</b>	<b>N/A</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Good</b>
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- The curriculum is modified to meet the needs of most students but is not sufficiently modified to meet the needs of different students' groups in lessons, including SEN and G&T students. Curriculum modification is more evident in Cycle 3. Examples of modifications in mathematics include a few teachers' use of digital assessment results to create differentiated activities and word walls to stretch students. In Computer Design, differentiated resources are used to support lower attaining and challenge higher attaining students. These are not consistent in all subjects across the school.
- The curriculum is sometimes enhanced through integration of projects. These include solar energy, research on Parkinson's disease, and solar panels made by Grade 7 and 8 students. There are a limited number of extra-curricular activities.
- Appropriate learning experiences that link with Emirati culture and UAE society are integrated through most aspects of the curriculum to enable all students to develop a clear understanding of the UAE's values, culture and society. In Cycle 1 mathematics, teachers use dirhams to learn about



money. Sometimes students engage in external competitions with other schools such as the Holy Qur'an recitation challenge.

**Areas of Strength:**

- Curriculum activities that establish links with Emirati and UAE culture across all cycles.
- Meaningful cross-curricular links between most subjects.

**Areas for Improvement:**

- Curriculum enrichment through more consistent opportunities for creativity, enterprise and innovation in lessons and extra-curricular activities.
- Curriculum review and modification to meet the needs of all groups of students.
- Effective planning for skills, particularly in Cycles 1 and 2.



## 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
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>N/A</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>

- The protection, care, guidance, and support of students is acceptable overall. The school has clear policies and adequate procedures to ensure students' health and safety. Arrangements for child protection and safeguarding are understood by all staff, students, and parents. Records of incidents are accurate and are updated on a regular basis. All visitors sign a register as a safety procedure.
- Security and safety checks for the building are conducted regularly, including fire alarms and cameras. Maintenance processes and record keeping are less rigorous. The school's arrangements to ensure students' safety on the bus are effective. Procedures for arrival and departure are safe and consistent.
- The school is aware that some students are overweight with a 20% obesity rate. It encourages healthy living within assembly, display boards, and in physical education (PE) lessons. The school also provides health awareness sessions such as celebrating Diabetes Day. The school is taking appropriate measures to protect students from the sun, such as adding new shades in the boys' and girls' assembly areas.

<b>Care and support</b>	<b>N/A</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
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- Teachers and staff at school show care and support to all students. The senior management team communicate a code of behaviour with the whole school community to maintain a positive culture of mutual respect. This is less consistent in the lower grades in Cycle 1 where not all students know their routines well and behaviour is inconsistent.
- The school's procedures promote good attendance and punctuality. A team of students sometimes collaborate to monitoring students' attendance, lateness and absence at the start of and during school day. The recorded data is not systematically analysed to identify trends.
- The school now identifies students with SEN through a comprehensive process that includes referral to a centre and seeking a medical report. The process is still at the early stages and only five students are identified from the total school population. The school does not yet identify G&T students.
- The school has established a policy and professional team for SEN students to provide them with the adequate support and guidance. This expertise is in the early stages. Effective inclusion to support students' achievement is not fully embedded. The school psychologist visits twice a week to support the identified SEN students. Talented students engage in external competitions such as soccer but challenge for the more able and G&T is less evident in lessons.





- The school provides appropriate advice and career guidance for older students. Students have opportunities to visit universities and apply for scholarships to facilitate their personalised career path decisions. Induction guidance for newly enrolled first graders to help them integrate into Cycle 1 routines is less effective and impacts on behaviour.

**Areas of Strength:**

- Procedures to promote very good attendance and punctuality.
- The recent updating of school policies to include inclusion of SEN students, assigning a professional team to provide suitable academic, social, and emotional support.
- Guidance for Cycle 3 students when considering options for advanced or general stream and in relation to career choices.

**Areas for Improvement:**

- Regular maintenance and robust record keeping of the premises.
- Effective guidance and support for students' understanding of how to lead healthy lives and induction guidance to newly enrolled first graders.
- The identification of the G&T and support in lessons for SEN and 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 demonstrates a clear commitment to the UAE's National Agenda and priorities, particularly embedding the Arabic language and the Islamic ethos across the school. The principal is supported by a group of middle leaders who collaborate to implement the school development plan, support teachers, and monitor their work. Leaders demonstrate an appropriate understanding of the curriculum. Not all senior leaders understand their roles. Their adoption of new teaching pedagogies is not embedded sufficiently to impact on raising students' standards.
- Professional relationships across the school and communication are open. The principal delegates leadership responsibilities, ensuring students receive appropriate care and support. Leaders at all levels are aware of the school's improvement priorities and show sufficient capacity to improve the school further. Leaders have improved a few aspects of the school's performance, such as mathematics in Cycle 3. School leaders ensure that the school is compliant with statutory requirements.

#### Self-evaluation and improvement planning

**Acceptable**

- The principal involves teachers, and middle leaders in the self-evaluation process (SEF) and seeks input from parents to gather their perspectives on areas that need improvement. The SEF predominantly relies on internal assessments, which can lead to judgements that may not always accurately represent the students' actual achievement. The senior leadership team is generally aware of the school's strengths and areas requiring improvement. Monitoring of teaching and learning is consistent and conducted regularly by middle leaders, with feedback to teachers. The school improvement plan outlines suitable strategies. The plan includes a clear assignment of responsibilities and a defined timeline for review. Goals are not always sufficiently focused nor well linked to students' achievement. The school has been successful in improving mathematics in Cycle 3 to good.

#### Partnerships with parents and the community

**Good**



- Parents' involvement makes a positive contribution to the school community. The parent council organizes some school events, particularly to promote sustainability such as planting the little outdoor garden. The school surveys parents, seeking their opinions and satisfaction regarding school initiatives, including the school development plan. Communication methods, such as social media applications and face-to-face meetings, ensure parents are well-informed. Parents are generally satisfied with the level of communication from the school. The school shares a progress report with parents at the end of each term. The reports provide adequate information about their child's academic progress, personal development, and behaviour.
- The school has effective partnerships with several local organisations, including universities, and the Red Crescent Society. Leaders have formed partnerships with various schools in the area, working together to coordinate joint activities for students. The school's connections have a developing impact on improved teaching in Cycle 3. The school's ties with international organizations are limited.

**Governance**

**Acceptable**

- The governing board has representation and consultation from all stakeholders. Governors and the owner make regular visits to the school and play an effective role in financial scrutiny and oversight and have adequate knowledge about the school's needs. Governors occasionally send surveys to parents to seek their views. The owner exerts some influence on the school and is supportive of initiatives such as the introduction of new smartboards and ensuring all students participate in the IBT. Governors ensure resources are adequate, and they address any shortages. Overall, the governing board has a developing understanding of the school's performance and the achievements of all students.

**Management, staffing, facilities and resources**

**Acceptable**

- Most aspects of the school operations are organized and foster an environment conducive to learning. All routines and procedures, including arrival and dismissal times, are effective. Staff are suitably qualified, although a minority lack experience. The school timetable includes designated times for departments to conduct internal professional development (PD) sessions once weekly. The impact of these sessions on improving students' attainment and progress is not currently apparent except in Cycle 3. The school premises are sufficient, with a small library, two science laboratories and two computer labs. The school has adequately designated staff but resources for art and for students with SEN are limited. Classrooms are generally small but are equipped with Smartboards. The school has ramps to provide accessibility to the ground floor but there is no elevator to the second floor. There is a limited range of subject-specific resources to support investigations and hands-on learning, especially for younger learners.



**Areas of Strength:**

- Professional relationships across the school are cordial, collaborative and supportive.
- Effective links with parents and the community that have a positive impact on the overall school ethos.

**Areas for Improvement:**

- Improvements to the self-evaluation process by incorporating agreed vision, diverse sources of evidence and measurable success criteria connected to increased student achievement.
- The monitoring of teaching and learning to focus on how new and proven teaching pedagogies impact on improved student achievement.
- Sufficient resources to support investigations and hands-on learning, especially for young learners, for other subjects especially art, and to meet lesson support needs for SEN.



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- The team has 9 members teaching Arabic from G1- G12, advance and general streams in Cycle 3, giving a teacher to student ratio of 1:114. The school recognises the importance of Arabic within the MoE requirements by providing a weekly library class to promote reading Arabic language.
- The school has one small library for all the students. There are limited resources particularly fictional and non-fictional books. The Arabic books meet the students' levels.
- In the classrooms, teachers have MoE Arabic textbooks and encourage students' independent literature reading, in addition to the guided reading. Students have access to sufficient Arabic electronic reading resources.
- Students, including G&T, participate in different extra-curricular activities and reading initiatives. The school track students' progress in reading, by getting them to write a short summary of every book they read, but this is irregular. The coordinator of Arabic organises internal reading competitions and assemblies where students display their public speaking skills and creative initiatives. The school promotes reading through the initiative, Reader Bus, where students read a book on their way to and from school. Parents support their children through extra learning experience at home.

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

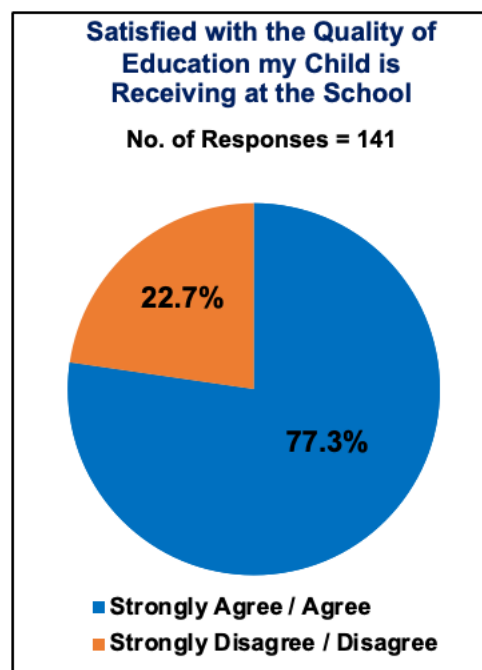
- In 2023-2024, almost all students in Grades 3 to 10 entered IBT in mathematics, science, English and Arabic. Students' attainment in Arabic is benchmarked through TALA for Grades 3 to 10 and Mubakkir for Grades 1 and 2. Tests results are not shared with the school yet. The only students not sat for exams are those absent on the day of the test. This is a significant improvement from previous years.
- To prepare students for the test, the school employs teacher training workshops, so staff understand the test expectations. Staff make curriculum adaptations to ensure students are prepared and include exam-style questions in lessons. International-style exam questions are also used in internal tests.
- The school has a ceremony where students receive their results and certificates. High-attaining students receive special certificates. Results are also celebrated on social media.
- The school runs workshops for parents to ensure they understand the significance and value of international tests and examination results are shared with parents by mail.

### Provision for KG

- There is no KG in the school.



## VIEWS OF PARENTS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve the quality of teaching and students' achievements in all subjects and particularly in Cycles 1 and 2 by:
  - raising expectations of what students can achieve in the lower grades.
  - consistently providing students with regular opportunities to develop their scientific investigation and practical skills across all cycles.
  - providing more opportunities for students to develop their reading, writing, and speaking skills in English across the school.
  - ensuring that teachers consistently plan well-differentiated activities to effectively support the lower attaining and challenge the higher attaining particularly in Cycles 1 and 2.
  - enhancing students' innovation skills, particularly the use of technology in Cycle 1.
- Improve the quality of assessment by:
  - ensuring teachers effectively analyse all types of assessment data, including internal and external data, and use the information to modify lesson plans and 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 school leadership to raise effectiveness by:



- aligning the school's self-evaluation with the UAE inspection framework and using various sources of evidence to inform judgements.
- developing a school improvement plan informed by the self-evaluation improvement priorities, ensuring targets are focused, and success criteria are linked to students' achievement.
- ensuring senior leaders have a shared vision, a clear understanding of their roles, are working collaboratively and are consistently embracing the new teaching pedagogies that have proven positive outcomes on students' achievement.

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

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

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

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