



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

# School Performance Review (SPR) | Report

Salman Al Farsi Private School

26-29 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	154
	School location	Al Qadisiyah, Sharjah
	Establishment date	1982
	Language of instruction	Arabic
	School curriculum	Ministry of Education (MoE)
	Accreditation body	-
	Examination Board	-
	National Agenda Benchmark Tests/ International assessment	IBT, TIMSS, PISA
	Fee range	4,986 - 8,791 AED
	Principal	Tariq Abd Al Hamid
	Chair of Board of Governors	Mohamed Taher Mohamed Al Hamadi
Staff	Total number of teachers	145
	Total number of teaching assistants	2
	Turnover rate	10%
	Main nationality of teachers	Egyptian
	Teacher: student ratio	1:14
	Total number of students	2,107
	Total number of students per cycle	Cycle 1: 639 Cycle 2: 763 Cycle 3: 705
	Number of Emirati students	4
Students	Number of Emirati students per cycle	Cycle 1: 1 Cycle 2: 2 Cycle 3: 1
	KG: number and gender	N/A
	Cycle 1: number and gender	Boys: 308 Girls: 331
	Cycle 2: number and gender	Boys: 439 Girls: 324
	Cycle 3: number and gender	Boys: 429 Girls: 276
	Nationality group	1. Egyptian 2. Yemeni
	Total number of students with special educational needs	40



## PROGRESS JOURNEY

Previous Review 2022-23:	Current Review:
ACCEPTABLE	ACCEPTABLE

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 197 lesson observations, 65 of which were carried out jointly with school leaders.

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

The overall performance of the school is acceptable. This is the same as the previous review visit of 2022-23, but there have been improvements. Leaders' clear strategic direction, supported by training programmes for teachers has resulted in good achievement, teaching and use of assessment in Islamic Education and social studies in all cycles, and Arabic in Cycle 3. Students' personal and social development as well as understating of Islamic values and UAE culture have improved from acceptable to good. Students' innovation skills remain acceptable. The curriculum is broad and relevant. The school pays attention to students' welfare, health and safety. The school self-evaluation is a consultative process and informs the improvement priorities. Partnerships with parents and the community are now good. The learning environment supports students' wellbeing. A few classrooms are cramped. The school leadership demonstrates sufficient capacity to make the required improvements. Leaders ensure that the school is compliant with all statutory and regulatory requirements.

#### KEY AREAS OF STRENGTH:

- Students' good achievement in Islamic Education and social studies in all cycles, and in Arabic in Cycle 3 achievement is good.
- Students' understanding of Islamic values and the culture and heritage of the UAE.
- The care and support students receive from their teachers.
- The leaders' vision to continue to improve the school's performance.

#### KEY AREAS FOR IMPROVEMENT:

- Students' achievement in all subjects to at least a good or better level.
- Teaching, the use of assessment and the curriculum provision to meet the needs and abilities of all students.
- The leaders' capacity to further improve the effectiveness of the school.



## 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	Good	Good	Good
	Progress	N/A	Good	Good	Good
Arabic (as a First Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	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	Good	Good
	Progress	N/A	Good	Good	Good
English	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
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	Good
Learning Skills		N/A	Acceptable	Acceptable	Acceptable





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>Students' achievement in Islamic Education is good overall. In lessons and their recent work, the majority of students make better than expected progress in all cycles. This matches the school's assessment data which indicates that progress is good across the school.</li><li>Internal assessment data shows attainment is outstanding in Cycles 1 and 3, and good in Cycle 2. This does not fully match with the evidence seen in lessons and students' work, where the majority of students attain above curriculum standards. There are no external assessments for this subject.</li><li>In Cycle 1, the majority of students show a good knowledge and understanding of Islamic values and principles, including dining etiquettes, tolerance, honesty and their impact on individuals and society. Their understanding of the life of the Prophet Muhammad (PBUH) is less developed. In Cycle 2, students develop a clear understanding of the importance of practising truth and honesty as directed by the Holy Qur'an. Students' interpretation of the Noble Hadeeth is less developed. In Cycle 3, students demonstrate a good understanding of the importance of worship and their daily practice of prayer to support their spiritual development. Students' recitation skills of verses from the Holy Qur'an, following the correct Tajweed rules are well developed in all cycles.</li><li>The majority of groups of students make better than expected progress. High-attaining and Gifted and Talented (G&amp;T) students do not always make the progress that they are capable of.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' understanding of Islamic values and etiquettes, particularly in Cycle 1.</li><li>Students' recitation skills of the Holy Qur'an in all cycles.</li></ul>	<ul style="list-style-type: none"><li>Students' knowledge of the Prophet Muhammad (PBUH) biography in Cycle 1.</li><li>Students' ability to interpret the Noble Hadeeth in Cycle 2.</li></ul>



<b>Arabic</b>	<ul style="list-style-type: none"><li>• Students' achievement in Arabic as a First Language is acceptable overall. In lessons and their work, most students make the expected progress in Cycles 1 and 2, and the majority of students make better than expected progress in Cycle 3. This matches with the school's data which shows students make acceptable progress in Cycles 1 and 2, and good progress in Cycle 3.</li><li>• Internal assessment data indicates outstanding attainment in Cycle 1, good in Cycle 2, and very good in Cycle 3. This does not match with what was observed in lessons and students' work, where most students' attainment is in line with curriculum standards in all cycles. There are no external assessments for this subject.</li><li>• In Cycle 1, students listen attentively and can express their ideas clearly, using new words they have learned in lessons. In Cycle 2, students demonstrate acceptable levels of speaking skills, and often answer questions related to familiar topics. Their reading and comprehension skills are less developed. In Cycle 3, students confidently hold discussions about unfamiliar topics, identify the elements of a story and provide clear explanations. Students read well and with expression and analyse texts correctly. Students do not always use standard Arabic in their speaking and writing. Students' extended writing and the use of correct grammar is less developed in all cycles.</li><li>• Overall, most groups of students make the expected progress. Low-attaining students do not always progress as well as they could.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' listening skills and use of new words to share ideas, in Cycle 1.</li><li>• Students' reading and analytical skills in Cycle 3.</li></ul>	<ul style="list-style-type: none"><li>• Students' reading and comprehension skills in Cycle 2.</li><li>• Students' consistent use of standard Arabic across the school.</li><li>• Students' extended writing and use of correct grammar in all cycles.</li></ul>



Social Studies

- Students' achievement in social studies is good overall. In lessons and students' work, the majority of students make better than expected progress in all cycles. This matches with the school's internal assessment data, which indicates that students make good progress overall.
- Internal assessment data indicates that attainment is outstanding in all cycles. This is not evident in lessons and students' work, where most students attain levels that are in line with curriculum standards in Cycle 1, and the majority of students attain above curriculum standards in Cycles 2 and 3. There is no external assessment data for this subject.
- In Cycle 1, students know about the UAE culture and heritage. They appreciate the role of H.H. Sheikh Zayed bin Sultan Al Nahya (RIP) as the Founder of the UAE and can talk about the importance of the mosques and famous landmarks in the Emirates. A minority of students are not able to compare past with present events in the UAE. In Cycle 2, students confidently explain the importance of government laws to promote safety and security in the UAE and understand how there are different climates in France, depending on the regional locations. A few students have not fully developed their mapping skills. In Cycle 3, students emphasise the importance of biodiversity and eco-systems, for example, to protect Al Ain Oasis. They can explain the positive impact that the internet can have in education, the economy and trade, and suggest ways to prevent internet issues, such as fraud.
- The majority of groups of students make better than expected progress. High attaining and G&T students do not always receive sufficient challenge to accelerate their progress.

**Areas of Strength**

- Students' knowledge of the UAE culture and society in Cycle 1.
- Students' understanding of the importance of government laws to promote safety and security in the UAE in Cycle 2.
- Students' knowledge of biodiversity and eco-systems in Cycle 3.

**Areas for Improvement**

- Students' ability to make comparison between the UAE in the past and present in Cycle 1.
- Students' mapping skills in Cycle 2.



English	<ul style="list-style-type: none"><li>• Students' achievement is acceptable overall. In lessons and students' work, most students make the expected progress in all cycles. This does not match with the internal assessment data, which shows that progress is good overall.</li><li>• Internal assessment data indicates that attainment is good in all cycles. This is not evident in lessons and students' work, where most students attain in line with curriculum standards. In 2022-23, a minority of students took part in IBT examinations, and their attainment was below curriculum standards.</li><li>• In Cycle 1, students listen attentively and can use their phonics skills to read and write simple sentences. A minority of students have less developed speaking skills and are not able to discuss and to share their ideas. In Cycle 2, students can read, extract and summarise simple information from a text. A minority of students cannot read with expression. In Cycle 3, students are confident to answer questions correctly. They can read fluently, analyse texts correctly and extract information related to metaphor and personification. Across the school, extended writing is not fully developed.</li><li>• Most groups of students make the expected progress. High-attaining students do not always make as much progress as they could.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' use of phonics to spell out unfamiliar words in Cycle 1.</li><li>• Students' speaking and reading skills in Cycle 3.</li></ul>	<ul style="list-style-type: none"><li>• Students' speaking skills in Cycle 1.</li><li>• Students' reading with expression in Cycle 2.</li><li>• Students' extended writing skills, using various styles in all cycles.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is acceptable overall. In lessons and students' work, most students make the expected progress in all cycles. This does not match with the school's internal data, which indicates that students' progress is outstanding in Cycle 1, acceptable in Cycle 2, and good in Cycle 3.</li><li>• Internal assessment data indicates attainment is outstanding in Cycle 1, acceptable in Cycle 2 and good in Cycle 3. This is not seen in lessons and students' books, where most students attain levels that are in line with curriculum standards. The IBT results for 2022-23 show that attainment is below curriculum standards. Only a minority of students took part in these assessments.</li><li>• Across the school, most students make acceptable progress. In Cycle 1, students can read and write numbers and solve simple arithmetic problems, and by Grade 4, they know how to convert fractions to decimals. A minority of students are not able to undertake mental mathematics tasks, involving addition and subtraction. In Cycle 2, students can tackle simple operations related to fractions and geometry. A minority of students cannot clearly explain their findings. In Cycle 3, students can solve problems related to quadratic equations, sines and cosines. A minority of students are not able to apply their higher order thinking skills to solve challenging tasks.</li><li>• Most groups of students make the expected progress. High attaining and G&amp;T students do not have access to sufficiently challenging work to stretch their ability.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' ability to solve simple arithmetic problems in Cycle 1.</li><li>• Students' use of geometric properties to solve problems in Cycle 2.</li></ul>	<ul style="list-style-type: none"><li>• Students' mental mathematics skills in Cycle 1.</li><li>• Students' reasoning skills to explain their findings in Cycle 2.</li><li>• Students' higher order thinking skills in Cycle 3.</li></ul>



<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement is acceptable overall. In lessons and their work, most students make the expected progress in all cycles. This does not match with the internal data that shows very good levels of progress in all cycles.</li><li>• Internal data indicates attainment is very good in all cycles. This is not evident in lessons and students' work, where most students' attainment is in line with curriculum standards in all cycles. A minority of students took part in IBT examinations in 2022- 23, and their attainment was below curriculum expectations.</li><li>• Most students make acceptable progress in all cycles. In Cycle 1, students have knowledge of the different planets and talk about how an electric circuit works. In Cycle 2, students know about genetic traits; and can identify plant propagation and differentiate between simple plants, using scientific words to support their findings. In Cycle 3, students conduct simple experiments, for example, related to voltage cells and male productive systems. In Cycles 1 and 2, students have not developed enough skills to explore and to investigate resources. In Cycle 3, students do not always hypothesise, lead experiments independently, draw conclusions and share their findings.</li><li>• Most groups of students make the expected progress. High-attaining and G&amp;T students do not have access to sufficiently challenging tasks to help them accelerate their progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' knowledge of basic scientific concepts in physical and earth science in Cycle 1.</li><li>• Students' scientific knowledge of human science in Cycle 3.</li></ul>	<ul style="list-style-type: none"><li>• Students' investigative skills in Cycles 1 and 2.</li><li>• Students' ability to make a hypothesis, experiment, conclude and report in Cycle 3.</li></ul>



<b>Other subjects</b>	<ul style="list-style-type: none"><li>• Students' achievement in other subjects is acceptable overall. It is good in Cycle 3. Internal assessment data shows that progress is outstanding in physical education (PE), computing, art and moral education. In lessons and students' work, most students make the expected progress in most subjects. In PE and moral education, students' progress is good overall in all cycles, and their progress in other subjects is good overall in Cycle 3.</li><li>• Internal assessment data indicates that attainment is outstanding in PE, art, computing, and moral education. In lessons and in their' work, most students attain in line with curriculum standards, except for PE, art, computing, and moral education in Cycle 3, where attainment is good. There is no external assessment data for other subjects.</li><li>• In PE, across the school, students develop good ball skills and stamina, and enjoy sports competitions. In Cycle 3, students learn karate and boxing. Students develop adequate computing skills in Cycles 1 and 2, and in Cycle 3, students effectively use programmes such as computer, application and design (CAD) to design and build models. In art, students learn to explore colours and texture. In Cycle 3, students explore new ideas creatively and express their views and interpretations of art around the world. Such practice is less developed in Cycles 1 and 2. Students are introduced to music and drama during cultural events and festivals. In moral education, students learn about respect, perseverance, and tolerance, and aspire to reach their goals.</li><li>• Most groups of students make the expected progress. In Cycle 3, the majority of groups make better than expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' agility and enjoyment of competitions in PE in all cycles.</li><li>• Students' creativity in art in Cycle 3.</li></ul>	<ul style="list-style-type: none"><li>• Students' skills in art in Cycles 1 and 2.</li><li>• Student's skills in digital learning in Cycles 1 and 2.</li></ul>



<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Students' learning skills are acceptable overall. Across the school, students display positive attitudes to learning and show responsibility for their own work. They know their strengths and what they need to do to improve. Students are keen to work in pairs and small groups, collaborate well and share their ideas with others. At times, students in Cycle 1 are not confident enough to explain their opinions to others in English.</li><li>• Students make meaningful links between their learning and understanding of topics in other subjects. For example, in social studies in Grade 3, students can link their understanding of the architecture of mosques to their Islamic values, highlighting the importance of prayer. In a Grade 12 mathematics lesson, students make connections with physics to calculate operations related to distance.</li><li>• Students use learning technologies regularly to assess their learning in Cycle 3. This is less consistent in Cycles 1 and 2. Across the school, students ask questions, take part in research to find out things for themselves. They participate in enterprise activities to improve their decision-making skills and raise charitable funds for families who face financial challenges.</li><li>• Students can innovate, for instance, in drama and art, solve problems and think critically when opportunities arise. Such experiences are inconsistent in lessons across the school.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' willingness to participate and to collaborate in all cycles.</li><li>• Students' ability to make links with their daily life experiences and other subjects in all cycles.</li><li>• Students' use of learning technologies to assess their learning in Cycle 3.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to take part in conversations in English, in Cycle 1.</li><li>• Students' skills in learning technology in Cycles 1 and 2.</li><li>• Students' ability to innovate and to think critically in all 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>	<b>N/A</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• Across the school, students demonstrate willingness to learn, respond well to their teachers' comments and take responsibility for their own work. They behave well in lessons, move in an orderly manner around the school, and respect the school's rules.</li><li>• Students have courteous relationships with their teachers and peers and show sensitivity to the needs of others. Bullying is rare.</li><li>• Students know how to lead safe and healthy lifestyles. They engage well in physical activities and sports competitions. Students take an active part in special events such as Heart and Diabetes Days to raise awareness about the importance of healthy living. Students consume healthy snacks that they bring from home.</li><li>• Attendance at 96% is very good, and students arrive at school and attend lessons on time. As a result, learning flows smoothly.</li></ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>N/A</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• Throughout the school, students demonstrate a clear understanding of Islamic values and how they influence life in the UAE. In assemblies, they lead on the recitation of the Holy Qur'an and supplication. Students take part in lunchtime prayer with other students and teachers and participate in Tajweed Competitions conducted in Sharjah.</li><li>• Students have a good knowledge of Emirati heritage and culture and lead on national activities such as Flag and Martyr Days. They confidently talk about the Emirates and the places of interest they have visited locally and beyond and explain how the UAE promotes tolerance and happiness.</li><li>• Students show a good understanding and appreciation of their own culture and traditions. They participate in cultural events to learn about other world cultures. Students appreciate the cultural diversity around them.</li></ul>				



Social responsibility and innovation skills	N/A	Acceptable	Acceptable	Good
<ul style="list-style-type: none"><li>• Students take on roles such as school councillors and supervisors during the school assemblies. The number of participants in such activities is limited, especially in Cycles 1 and 2. Across the school, students take part in charitable fund raising to support others.</li><li>• Students in all cycles enjoy their learning in the school and participate in activities that support innovation, including for example, chess and drama. The development of innovation skills in lessons is less strong across the school.</li><li>• In Cycle 3, students participate in environmental activities such as Earth Day and COP 28. In Cycles 1 and 2, students understand the importance of recycling. The impact of such activities is not effectively reflected in students' understanding of global environmental issues, especially in Cycles 1 and 2.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Students' attitudes to learning and participation in activities in all cycles.</li><li>• Students' knowledge and understanding of Islamic values and the UAE culture and heritage.</li><li>• Students' attendance.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• Students' social contributions in school and their understanding of global environmental issues in Cycles 1 and 2.</li><li>• Students' innovation skills in lessons in all cycles.</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
<b>Teaching for effective learning</b>	<b>N/A</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>

- Teachers have secure subject knowledge and use it to help students acquire knowledge and skills. They provide positive learning environments and plan lessons with clear learning objectives, that they share with students, so that they are clear about what they are expected to do at the end of each lesson. Teachers make use of resources, such as videos, to enhance students' learning. They manage time appropriately to help students accomplish their tasks.
- In general, teachers encourage interactions and dialogue, and ask questions to check students' understanding. In the best lessons, for example, in a social studies lesson in Grade 11, teachers often modify their questions to challenge the G&T students and to include all students in discussions.
- In the less effective lessons, teachers do not consider students' different abilities and learning styles in their planning and teaching. As a result, students do not make rapid enough progress.
- In most lessons, teachers encourage students to work independently, for example, to find out about the history of museums in the UAE in a social studies lesson. There are some good examples of students developing their abilities to solve problems and to think critically such as in mathematics when they tackle algebraic and geometric operations. Such practice is not yet a common feature across the school. Teaching to develop students' innovation skills is less developed across the school.

<b>Assessment</b>	<b>N/A</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
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- The internal assessment processes are consistent and linked to the school's curriculum. Teachers conduct assessments at the beginning of each term to assess how much students have learned and can remember. The school benchmarks IBT, PISA and TIMSS attainment results against international standards to better prepare students for examinations.
- Leaders assess students' attainment and progress as individuals and groups and share the information with teachers to influence teaching and the curriculum. In the best lessons, for instance, in social studies and Islamic Education, teachers use their knowledge of students to provide sufficient support and challenge. The use of assessment information to precisely cater for students' abilities and needs is inconsistent in most subjects.
- Teachers know students' strengths and what they need to do to improve. They provide ongoing oral feedback during lessons and ensure students' written work is marked. Marking is regular but



not sufficiently personalised to provide students with clear next steps to improve. Teachers' use of peer-assessment strategies is inconsistent.

**Areas of Strength:**

- Teachers' knowledge of their subjects and how students learn them.
- Teacher-student interactions and use of questioning to test understanding.

**Areas for Improvement:**

- The development of students' critical thinking, problem-solving and innovation skills.
- Teachers' use of assessment information to plan lessons that meet the abilities and needs of most groups of students.
- The guidance given to students through teachers' marking of their work and the involvement of students in peer assessment.

## PERFORMANCE STANDARD 4: CURRICULUM

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

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

- The curriculum is broad and relevant and meets MoE statutory requirements. Continuity and progression are guided by the outcomes of regular school-based assessments. This ensures that students are at least adequately prepared for the next phase of their learning.
- Curriculum choices include the General and Advanced streams, in addition to Arabic, English, Islamic Education, social studies, moral education and computing. The curriculum offers carefully planned cross-curricular links enabling students to transfer knowledge and skills from one subject to another. For example, in a Grade 10 English lesson, students explored women's rights and responsibilities in the world of work and made useful links with how the UAE provides childcare facilities to encourage women to pursue careers. Moral education demonstrates the importance of Islamic values and tolerance towards others.



- The school conducts regular reviews of the curriculum. This has had a positive impact on students' achievement, particularly in Islamic Education and social studies in all cycles, and in Arabic in Cycle 3. The impact is not yet as effective in most other subjects. The curriculum provides good opportunities for students to develop their physical skills.

<b>Curriculum adaptation</b>	<b>N/A</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
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- The school leaders have modified some aspects of the curriculum, especially in Islamic Education and social studies to meet the needs of students. Extra Holy Qur'an recitation time is provided, particularly for students in Grade 1 who have missed their early year's education. Curriculum modification is not yet consistent in all subjects.
- The curriculum provides a range of activities to enhance students' learning, including reading in Arabic and English, recitation of the Holy Qur'an, chess, drama, robotics and sporting competitions. The school also offers enterprise events that include supporting and organising charities that are close to students' hearts. Assemblies provide creative moments for students to lead on prayers and for others to strengthen their leadership skills. Through art, students learn to be creative in their work. They organise special events, including National Days. Innovation is not a strong feature across the school.
- The curriculum provides good links with the Emirati culture and heritage, helping students to develop knowledge and understanding of the UAE society. Students and parents are proud to talk about how learning about UAE is well embedded, for example, in their celebrations of National Days.

**Areas of Strength:**

- The extra-curricular activities to enrich students' learning.
- The connections with the UAE culture, heritage and society.

**Areas for Improvement:**

- Curriculum reviews and modifications to meet the needs and abilities of students in all subjects.
- The development of innovation across the school.



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

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

Indicators:	KG	1 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>
<ul style="list-style-type: none"> <li>• The school has relevant safeguarding policies and procedures, which parents are aware of. Staff have attended appropriate training to keep students safe. Students say they know about cyber-bullying and can ask for help whenever needed. The premises are safe and secure. Health and safety checks, including fire risk assessments are regular, and the supervision of students during the day and at dismissal is effective.</li> <li>• Buildings and equipment are adequately maintained. Medical staff keep records securely in locked cabinets, including medicines and the records of students and staff. All accidents and incidents are logged, including subsequent actions. There are ramps for access to the school. A few classrooms are too small for the number of students on the roll, and there is no lift for access to the upper floors.</li> <li>• The school promotes safe and healthy lifestyles. Students take part in physical activities, including sports competitions in school and beyond. They organise events such as Diabetes Day and Breast Cancer Awareness to highlight the importance of these conditions. Students learn about the importance of personal hygiene and understand the value of healthy eating habits.</li> </ul>				
<b>Care and support</b>	<b>N/A</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"> <li>• Relationships between staff and students are positive, and systems for managing students' behaviour are implemented by staff to support students' social skills and attitudes to learning.</li> <li>• The school has an effective approach to the support of regular attendance and punctuality. For instance, the attendance officer works well with parents to highlight the important link between attendance and achievement.</li> <li>• The school has recently updated its inclusion policy and procedures to identify students with special educational needs (SEN) and G&amp;T students and recruited a member of staff to oversee the provision. The system is still at an early stage of development and is not yet embedded across the school.</li> <li>• In the best lessons, teachers meet the needs of students with SEN and include them in group work. Such practice is not consistent across the school. The G&amp;T students attend a variety of extra-curricular activities that enable them to follow their interests. In lessons, high-attaining and G&amp;T students do not receive enough challenge to accelerate their progress.</li> </ul>				



- The teachers and medical staff monitor and support students' personal development and their mental health and wellbeing effectively. Parents and students are provided with an orientation visit to help them be familiar with the school's procedures and routines. Senior students receive good support on curriculum options and further education and careers guidance.

**Areas of Strength:**

- Students' knowledge about healthy living.
- Staff and student relationships.

**Areas for Improvement:**

- The provision of available space for students in classrooms.
- The provision of a lift to allow access for all to the upper floors of the buildings.
- The identification and support for students with SEN and the level of challenge for high-attaining and G&T students in lessons.



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

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

**Indicators:**

**The effectiveness of leadership**

**Acceptable**

- The principal and the leadership team have reviewed the school's vision and direction and shared it with all staff and stakeholders. The school's aim is to improve students' achievement and personal development, recognising the socio-economic context in which the school operates. Most leaders demonstrate adequate knowledge and understanding of good teaching, assessment and the curriculum. They observe lessons and offer teachers feedback. This has led to improvement, particularly in Islamic Education and social studies. Teaching and assessment have remained acceptable overall.
- Relationships and communication are professional and staff morale is positive. The school has distributed leadership roles to ensure accountability for students' outcomes. There is still inconsistency in carrying out these roles. For example, middle leaders are not held fully accountable for students' achievement, resulting in acceptable performance overall. The school leaders have addressed some barriers to learning, such as the improvement of reading in Arabic and English for students who have missed education prior to joining the school in Grade 1. They acknowledge that there is more work to do to improve students' achievement in all subjects. They demonstrate sufficient capacity to make the required improvements. Leaders ensure that the school is compliant with all statutory and regulatory requirements.

**Self-evaluation and improvement planning**

**Acceptable**

- The school's self-evaluation (SEF) includes the views of staff, parents and other stakeholders and provides information about the school's internal and external examinations. This helps the school to highlight its strengths and to identify the key priorities for improvement. The school improvement plans are linked to the SEF and include measurable targets and systems for monitoring and evaluation. Recent plans have led to improvements in the quality of teaching and assessment and students' achievement, especially in Islamic Education and social studies. These improvements are yet to have a demonstrable impact on students' performance in subjects across the school.

**Partnerships with parents and the community**

**Good**





<ul style="list-style-type: none"><li>The school involves parents well in their children's education and the life of the school. The parent association provides regular feedback to the school about parents' views and engages parents in activities, like Eid and National Days. Communication between the school and home is regular and effective. The school has a comprehensive system to report to parents on their children's achievements, including strengths and next steps for improvement.</li><li>The school has developed productive partnerships with community groups such as health professionals and fire emergency services. The school also works with other MoE curriculum schools and has established links with international schools to enhance students' learning in English.</li></ul>	
<b>Governance</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The governing body consists of representatives from the owners, the school staff, parents, and other stakeholders. Governors seek the views of the senior leaders, parents, and others to gain knowledge about the school, and respond constructively to parents' comments and suggestions. They visit the school regularly, discuss matters related to the recruitment and ongoing training for teachers, and check students' performance. They have not interrogated the assessment data thoroughly enough to find out how different groups of students are performing. Governors ensure that the school is appropriately staffed, and health and security procedures are in place.</li></ul>	
<b>Management, staffing, facilities and resources</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>The day-to-day management of the school is well-organised. Staff are suitably qualified. Most teachers and middle leaders have not received enough focused training to help them improve their teaching practices and how to deliver their subjects most effectively. In general, the premises, facilities, specialist teaching rooms and resources are adequate. Outdoor spaces are well used for recreational and physical activities. A few classrooms are overcrowded, and there is no lift in school. Practical resources are insufficient to support teaching and learning, especially for science and mathematics in Cycle 1.</li></ul>	
<b>Areas of Strength:</b>	
<ul style="list-style-type: none"><li>Leaders' clear vision and direction.</li><li>The positive morale of members of staff.</li></ul>	
<b>Areas for Improvement:</b>	
<ul style="list-style-type: none"><li>Training for teachers and middle leaders to improve teaching, the use of assessment and monitoring systems.</li></ul>	



- The role of the governors in checking and improving students' performance.
- The review of the number of students in classrooms, accessibility to the upper floors of the buildings, and the provision of additional resources to support teaching and learning in Cycle 1.

## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- The staffing provision for teaching Arabic across the school is 17 teachers with a teacher to student ratio of 1:124. There are another 8 teachers who teach Islamic Education, social studies and moral education across the school. Most teachers come from Egypt.
- In the library, there are approximately 900 books, including fiction and non-fiction texts.
- In Cycle 2, teachers use the library for 1 session per week to read with students. Older students use the library to revise, to read independently and use computers for research. In Cycle 1, teachers encourage students to read in all Arabic subjects. The school encourages parents to read with their children at home.
- The Arabic department organises reading and poetry competitions in school and beyond to highlight the importance of reading.

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

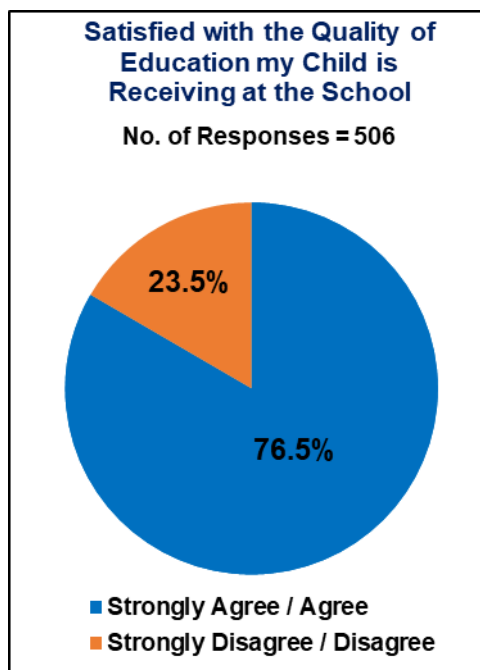
- The school takes part in external examinations to compare students' attainment against international standards. In 2018-19, students took part in PISA and TIMSS examinations.
- In 2022-23, students from Grades 3 to 10 participated in IBT examinations in English, mathematics, and science. Nearly 30% of students have taken part, and their attainment is below average. The number of participants is low, and this is because many families find the assessment fees prohibitive.
- The school has provided training for teachers of mathematics and science to strengthen their teaching practices. Teachers use questions from assessment papers, including the IBT to help students be familiar with the examination expectations.
- Teachers share the international benchmarking assessment results with parents and provide guidance on how they can support their children's learning at home. Students know their targets and how they can improve in future examinations.

### Provision for KG

N/A



## VIEWS OF PARENTS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve further students' achievement to at least good or better level, especially in Arabic in Cycles 1 and 2, English, mathematics, science, and other subjects across the school by:
  - providing more tasks for students to practise their speaking, reading, and writing skills in Arabic and English.
  - assisting students in mathematics to strengthen their mental calculation skills; and in science to provide more practical tasks for students to explore and to experiment with resources, to hypothesise, to investigate and to conclude.
  - ensuring that students have more opportunities to strengthen their learning skills, including communication in English, innovation, and critical thinking skills across the school.
  - providing more opportunities for students in other subjects to improve their computing skills and creativity in art in Cycles 1 and 2.
- Improve the impact of teaching and assessment on students' achievement by:
  - ensuring that teachers consistently use assessment information to plan and deliver lessons that cater for the needs and abilities of all groups of students.
  - ensuring that teachers review and adapt the curriculum to meet the needs and abilities of most groups of students.
  - ensuring that teachers give students feedback with next steps and encourage them to check the work of other students so that they can learn from each other.



- Improve the impact of the leadership all levels by:
  - providing focused and tailored training that matches the needs of middle leaders to improve monitoring systems and the impact of teaching on students' performance.
  - ensuring that governors continue to support the school and to increase their level of challenge to further improve students' achievement.
  - reviewing the number of students in some classes and ensuring accessibility to the first floors of the buildings.
  - providing more practical resources to support teaching and learning, especially for mathematics and science in 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](mailto:quality.assurance@spea.shj.ae) within three weeks of receiving this report.