



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

BIN KHALDUN PRIVATE SCHOOL
17 to 20 February 2025

Overall
Effectiveness
Rating:
ACCEPTABLE

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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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

Judgements



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

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

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

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



SCHOOL INFORMATION

School	School ID	170
	School location	Al Izrah, Al Sharjah
	Establishment date	1996
	Language of instruction	Arabic Language
	School Curriculum	Ministry of Education (MoE)
	Accreditation body	-
	Examination Board	MoE
	External Assessments International and Curriculum Benchmark Assessments	International Benchmarking Test (IBT) Programme for International Students Assessment (PISA) Trends in Mathematics and Science Study (TIMSS) Tests in Arabic Language Arts (TALA) Mubakkir
Staff	Fee Range	AED 6,800 to AED 12,260
	Principal	Yousef Ahmad Al Basis
	Chair of board of governors	Mohammad Al Sweidi
	Total number of teachers	67
	Total number of teaching assistants	3
	Turnover rate	19%
Students	Teacher: student ratio	1: 16
	Total number of students	1045
	Total number of students per cycle/phase	KG 60 Cycle 1: 226 Cycle 2: 287 Cycle 3: 472
	Pre-KG: number and gender KG: number and gender	Boys: 0 Girls: 0 Boys: 33 Girls: 27
	Primary: number and gender	Boys: 108 Girls: 118
	Middle: number and gender	Boys: 176 Girls: 111
	High: number and gender	Boys: 280 Girls: 192
	Total number of Emirati students	15



	Pre-KG: Emirati number and gender	Boys: 0	Girls: 0
	KG: Emirati number and gender	Boys: 0	Girls: 0
	Primary: Emirati number and gender	Boys: 0	Girls: 1
	Middle: Emirati number and gender	Boys: 5	Girls: 0
	High: Emirati number and gender	Boys: 6	Girls: 3
	Nationality groups (largest first)	1. Egyptian 2. Syrian	
	Total number of students with special educational needs	Too few to include number.	



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 126 lesson observations, 63 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. Students' achievements have improved in social studies, and Islamic education in Cycle 1, mathematics in Cycles 2 and 3 and science in Cycle 3. Students' learning skills have improved to good in Cycle 3. Students' personal development, their understanding of Islamic values and UAE culture and world cultures remain good. Students' social responsibility and innovation skills are acceptable in KG and Cycle 1 and good in Cycles 2 and 3. Teaching for effective learning is now good in Cycle 3. Assessment and curriculum remain good. The protection, care, guidance, and support for all students remains good. Leadership, governance, staffing, facilities and resources remain acceptable. Partnership with parents and the community is good.

KEY AREAS OF STRENGTH:

- Improvements in students' achievements in Islamic education and social studies in Cycle 1.
- Mathematics in Cycles 2 and 3 and science in Cycle 3.
- Students' learning skills and quality of teaching in Cycle 3.
- Students' personal development and understanding of Islamic values and awareness of Emirati culture.
- Partnerships with parents and the community.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement in English in KG and across all cycles.
- Students' achievement in mathematics and science to at least good.
- Students' attainment in Arabic in Cycle 1.



- Curriculum modification to meet the needs of all groups of students including students with special educational needs (SEN) and gifted and talented students (G&T).
- The effective use of assessment data to differentiate teaching and adapt the curriculum to meet the needs of all groups of students.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.

Indicators:		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Acceptable	Good	Good	Good
Arabic (as an additional Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Social Studies	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good	Good
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Acceptable	Acceptable	Acceptable	Good



Islamic Education	<ul style="list-style-type: none"> Students' achievement in Islamic education is good overall. The school's internal data shows that students make outstanding progress over time across all cycles. This does not match what is seen in lessons and students' work where the majority of students across the school make better than expected progress. The school's internal data shows attainment as outstanding. This does not match what is seen in lessons and in students' work which shows the majority of students attain above curriculum expectations across all cycles. There is no external data for Islamic education. In KG, children recognise what is meant by fasting. They are aware of how and when to fast although a few are not aware of fasting etiquettes. In Cycle 1, students recognise the value of tolerance, are aware of food etiquettes in the Noble Hadeeth, and appreciate Allah' (SWT) gifts to on human beings and how to deal with food. A few cannot interpret some of its words correctly. In Cycle 2, students recognise and appreciate the value of mercy and forgiveness in Islam and how a healthy heart steers human beings to doing good deeds. A few cannot apply Tajweed rules correctly in their recitation. In Cycle 3, students recognise Shura (consultation) in Islam; they give examples of how Prophet Muhammad (PBUH) accepts consultation from his followers. A few cannot give examples of how to apply consultation in daily life context The majority of all groups of students make better than expected progress. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' appreciation of tolerance and food etiquettes in the Noble Hadeeth in Cycle 1. Students' awareness of the values of mercy and forgiveness in Islam in Cycle 2. 	<ul style="list-style-type: none"> Students' correct interpretation of the Noble Hadeeth in Cycle 1. Students' application of Tajweed rules in the Holy Qur'an recitation in Cycle 2.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic as a first language (AFL) is good overall. The school's internal data shows that students make outstanding progress over time across all cycles. This does not match with what is seen in lessons and in students' work where the majority of students make better than expected progress in Cycles 1, 2 and 3 while most KG children make expected progress.The school's internal data shows that attainment is outstanding in KG and across all cycles. TALA examination indicates good attainment across all cycles. In lessons and students' work, a majority of students in Cycles 2 and 3 attain above curriculum expectations whereas most students in KG and Cycle 1 attain in line with curriculum expectations.The majority of students make good progress overall. Most children in KG recognise letters, read them separately and read words including them. A few cannot draw letters correctly. In Cycle 1, students speak about belonging to their countries; they answer questions related to reading and listening comprehension texts. Reading accuracy is variable. In Cycle 2, students read and analyse literature texts and extract the main ideas and understand the difference between different types of dialogues. A minority cannot speak standard Arabic in their discussion. In Cycle 3, students read and analyse events and answer comprehension questions; they discuss novel events analysing characters' feeling and how this reflects on their behaviour. Their extended writing skills are less well developed.Overall, the majority of all groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' reading and literature analysis in Cycle 2.Students' speaking skill in Cycle 3.	<ul style="list-style-type: none">Students' ability to read fluently and correctly in Cycle 1.Students' extended writing in Cycle 3.



Social Studies

- Students' achievement in social studies is good overall. The school's internal data shows that students make outstanding progress across all cycles. This does not match what is seen in lessons and in students' work where the majority of students make better than expected progress.
- The school's internal data shows that attainment is outstanding. This does not match what is seen in lessons and in students' work where the majority of students attain above curriculum expectations across the school. There is no external data for social studies.
- In KG, children differentiate between close family and extended family. They write names of some family members although some cannot recognise a few extended family members. In Cycle 1, they recognise water resources and energy forms in UAE. A few cannot give examples of how to conserve energy at home. In Cycle 2, students appreciate the role of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) in building the UAE and unifying it. They recognise old and new methods of teaching although a few cannot analyse and compare different educational systems. In Cycle 3, they identify what is meant by electronic trade, give examples of items that can be bought online and are aware of the problems and benefits of electronic trade and its forms. A minority are not aware of the geographical importance of Beda'a Bent Soud to the UAE economy.
- Overall, the majority of groups of students make better than expected progress.

Areas of Strength

- Students' appreciation of the role of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) in building and unifying UAE in Cycle 2.
- Students' awareness of the problems and benefits of electronic trade in Cycle 3.

Areas for Improvement

- Students' application of their knowledge of energy conservation at home in Cycle 1.
- Students' ability to link geographical location with the UAE economy in Cycle 3.



English	<ul style="list-style-type: none">Students' achievement in English is acceptable overall. The school's internal data shows that students' progress is above expectations across all cycles. This does not match what is seen during lessons and in students' workbooks where students make expected progress over time.The school's internal data for attainment is good or better. In lesson observations and students' work, most KG children and students in Cycles 1 to 3 attain in line with curriculum standards. IBT benchmarking data shows that most students met their projected growth in Cycles 1 to 3 in 2024. Most students attain levels in line with the curriculum.Most KG children make expected progress. Most KG children demonstrate a secure understanding of letters. They can trace and write the letter on worksheets; they can only complete the task under the direction of the teacher. In Cycle 1, students speak with confidence when sharing their personal responses to a range of topics. Most complete sentences using correct vocabulary. The quality of penmanship is variable. Most Cycle 2 students extract information from text. Reading and summarising text are emerging literacy skills. Most Cycle 3 students identify the main idea of a paragraph and differentiate between the main idea and supporting details. Students are becoming proficient in their reading and writing skills. Reading and writing skills are underdeveloped in Cycles 2 and 3. Most students' presentation and speaking skills are limited across Cycles 1 to 3.Overall, most groups of students make expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' proficiency in English writing and literacy skills in Cycle 3.	<ul style="list-style-type: none">Students' speaking and presentation skills across Cycles 1, 2 and 3.Students' penmanship in Cycle 1.Students' reading and writing skills across all cycles.



Mathematics	<ul style="list-style-type: none"> Students' achievement in mathematics is acceptable in KG, Cycles 1 and 2 and good in Cycle 3. In lessons and in their work, most students make the expected progress in KG and Cycle 1. In Cycles 2 and 3, the majority of students make better than expected progress over time. The school's internal assessment data indicates at least very good attainment in KG, Cycles 1, 2, and 3. This does not match what is seen in lessons and in students' work. IBT benchmarking data is inconsistent with Grades 3, 5, 8 and 9 being weak. Most KG, Cycle 1 and 2 students attain levels that meet curriculum standards while the majority of Cycle 3 students attain above. Most students demonstrate acceptable progress in KG and Cycle 1 and good progress in Cycles 2 and 3. In KG, children struggle to articulate and explain answers. In Cycle 1, students apply arithmetical operations in different forms. They convert fractions to decimal forms. They do not always use accurate mathematical vocabulary. In Cycle 2, students solve simple inequalities using division and multiplication, perform arithmetic operations on algebraic expressions, solve two-step linear equations and represent them graphically. They can also express age-appropriate real-life situations and events as linear equations. In Cycle 3, students use exponentials and their properties to solve monomials, prove theorems about triangles and use the summation symbol Σ to solve simple additions. Students in Cycle 3 solve real life applications. Throughout school, students mathematical reasoning and logical skills are underdeveloped. Overall, most groups of students make similar progress except high attainers who are not challenged enough to reach their full potential. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' knowledge and understanding of equations and inequalities in Cycle 2. Students' ability to apply mathematical concepts to real life contexts in Cycle 3. 	<ul style="list-style-type: none"> Students' ability to articulate and explain their answers in KG. Students' accurate use of mathematical vocabulary especially in Cycle 1. Students' use of mathematical reasoning and logic skills to tackle more challenging tasks across all cycles.



Science	<ul style="list-style-type: none"> Students' achievement in science is acceptable overall. The school's internal assessment data indicates good progress. In lessons and in students' work, the majority of students in Cycle 3 make better than expected progress. Most KG children and students in Cycle 1 and Cycle 2 make expected progress over time. The school's internal assessment data indicates outstanding attainment across all cycles. This is not evident in lessons and in students' work, where most students attain in line with curriculum standards. Recent IBT benchmarking data shows a few students within and others above international levels. Grades 5, 7 and 8 are below international expectations. Students make acceptable progress in KG, Cycle 1 and Cycle 2, and good progress in Cycle 3. In KG, children demonstrate a clear understanding of life science. They explain, for example, that living organisms need water, air, and food to live. Children provide examples of animals that live in forests and on farms and distinguish between living and non-living. A minority of children cannot explain their findings using scientific terms. In Cycle 1, students understand the different types of energy. They describe the speed of sound transmission through different mediums. Students' use of scientific language to explain scientific processes is underdeveloped. In Cycle 2, students compare elements and compounds. They test acids by using litmus paper. Only a few students can ask scientific questions and make predictions. In Cycle 3, students demonstrate a clear understanding of types of energy and energy transformation. They derive the law of conservation of mechanical energy and apply it. Only a minority design simple investigations to test hypotheses or justify their conclusions with evidence. Most groups of students make at least the expected progress. High attaining and (G&T) are not fully challenged to achieve their potential. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' skills in life and earth science in Cycles 1 and 2. Students' understanding of physics terminology and laws particularly in Cycle 3. 	<ul style="list-style-type: none"> Children's use of scientific terms to explain their findings in KG. Students' understanding of scientific concepts and their ability to explain them using the right terminologies in Cycle 1. Students' investigative skills and writing hypothesis in Cycles 3.



Other subjects	<ul style="list-style-type: none"> Students' achievement in other subjects is good overall. There are inconsistencies between subjects. Achievement is higher in physical education (PE) and in art than computing, creativity, design and innovation (CCDI). In lessons and in students' work they make good progress over time. There is no external assessment data for any of the other subjects. The schools' internal data indicates that students' attainment is higher than that observed in lessons and students' work. In PE students develop physical fitness and coordination skills starting in KG. In Cycle 1, students jump over obstacles, navigate through cones and further develop these skills through Cycle 2. In Cycle 3, students execute different volleyball passes with increasing accuracy. In art, students express themselves in creative ways through various art projects and activities. They learn about the concept of collage in Cycle 1 and expand on their creativity by recycling different materials to produce different art pieces such as frames and flowerpots. In CCDI, students develop their understanding of 2D and 3D shapes in lower grades. In Cycle 2, students learn more about sustainability and present their thoughts as a group. They do not consistently link their learning to daily life. In Cycle 3, students discuss and debate the role of robots in the different fields. They develop a deep understanding of artificial intelligence (AI) and its impact on the future. Their ability to use accurate terminology when describing applications is limited. High attainers and G&T students are not fully challenged to achieve their potential across other subjects. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' art skills across the three cycles. Students' fitness, particularly in the lower cycles. 	<ul style="list-style-type: none"> Students' use of accurate technical terminologies when describing applications in Cycle 3. Students' linking the impact of design to their daily lives in Cycles 1 and 2.



Learning Skills	<ul style="list-style-type: none"> Students' learning skills are acceptable overall. Most students eagerly participate and interact with one another in lessons. KG, Cycle 1 and 2 students are too dependent on the teacher. Cycle 3 students actively engage in and take responsibility for their learning. The majority of Cycle 3 students have greater opportunities to develop a range of learning skills. Most KG children and students in Cycles 1 to 2 have limited opportunities to effectively engage in collaborative activities and rely heavily on teachers' direction. The majority of Cycle 3 students in mathematics and Arabic subjects can make real-world connections to different strands of learning. Most students in other subjects can occasionally make connections and link their learning to other areas of the curriculum. Students in Cycle 3 use technology effectively to search for information. They have opportunities to develop critical thinking and problem-solving skills in mathematics and science. Students in Cycles 1 and 2 have few opportunities to use technology to support their learning. Students' critical thinking skills to solve problems and investigate are underdeveloped across school. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' collaborative work and use of technology in Cycle 3. 	<ul style="list-style-type: none"> Children's and students' collaboration in KG and Cycles 1 and 2. Students' use of technology to support their learning in KG and Cycles 1 and 2. Students' critical thinking skills throughout the school.



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">Students respect school rules. Most students' conduct and behaviour throughout the school is positive.Relationships between students and staff are courteous and respectful. Students readily help others in need.Students are aware of healthy lifestyles and nutritious foods. Most students bring their own snacks from home while others enjoy the canteen's healthy food.Attendance is good at 95%. Most students arrive at school and lessons on time.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">Students have a good understanding of how Islamic values influence society in the UAE. They actively participate in activities that reflect the importance of Islamic etiquettes. Students model their understanding of Islamic values by participating in many events to support the less fortunate in society.Students are knowledgeable and appreciative of the heritage and culture that underpin and influence contemporary life in the UAE. They participate in a range of cultural activities such as Flag Day, Union Day, Martyr's and the Teacher's Day. They are knowledgeable about UAE heritage, food, customs, and clothes.Students demonstrate a good appreciation of their own culture, their peers and, to a lesser extent, world cultures. They celebrate global day demonstrating an interest in learning more about other cultures. Students can describe the aspects in which their culture that is similar to				



and different from the cultures of their peers. Their knowledge about other world cultures is developing.				
Social responsibility and innovation skills	Good	Good Acceptable	Good	Good
<ul style="list-style-type: none"> Most students participate willingly in community-based activities as volunteers. Most older students take on student council leadership roles and actively contribute to school life. Students participate in events with the Red Crescent, UAE National Day and Flag Day. Most students demonstrate a positive work ethic and enjoy taking part in activities such as the recycling project or in sporting competitions. Some students develop their innovation skills by entering competitions or creative projects using recycled bottles, they rarely initiate their own projects. Students are developing their awareness of sustainability and the importance of taking care of the environment. Some students are proud to have contributed to beautifying their school grounds by planting flowers. 				
Areas of Strength:				
<ul style="list-style-type: none"> Students and staff relationships that are courteous and respectful. Students' understanding and knowledge of Islamic values. 				
Areas for Improvement:				
<ul style="list-style-type: none"> Students' understanding for other world cultures. Students' self-initiated social events. Students' in-depth understanding of sustainability and engagement in innovative projects. 				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good

- The quality of teaching for effective learning is acceptable overall. Teachers in Cycle 3, Arabic, mathematics and science have a secure subject knowledge and the majority understand how students learn. They use a variety of approaches to ensure students engage in lessons. In other subjects and in KG, Cycles 1 and 2 most teachers have adequate awareness of how students learn best. Cycle 3 lesson planning incorporates varied resources and effective pace of learning. In other cycles, lessons are often rushed limiting students' development. KG teachers use practical resources to support children's emerging phonics development.
- Teachers facilitate interactions to ensure that students are engaged. KG teachers use adequate questioning to encourage children to think about their learning. In other and subjects most students engage in meaningful discussions.
- Teachers' strategies to meet the differing needs of students is a developing feature through the school. Teachers in Cycle 3 differentiate their lessons to meet the needs of students. KG teachers adapt their resources adequately. Teachers in Cycles 1 and 2, provide support although this is not always sufficiently matched to all groups of students' needs.
- Arabic, mathematics and science teachers in Cycle 3 sufficiently promote students' critical thinking skills through effective questioning. This is not consistent across other subjects and cycles.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable
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- Internal assessment procedures are coherent, linked to appropriate curriculum standards and applied across subjects. Diagnostic examinations are conducted at the beginning of the academic year. The school benchmarks students' academic outcomes against national, external and international expectations. The school is beginning to compare students' internal



assessment with the external tests to identify their strengths and target areas for improvement.

- The school analyses students' assessment data for individuals and groups. This information is shared with teachers. The effective use of this analysis to adapt the curriculum to cater for different groups of learners is underdeveloped. Analysed assessment outcomes are not used strategically to target the provision for individual learners within the classroom.
- Teachers have a reasonable knowledge of their students' strengths and areas for improvement. They generally mark work regularly although they do not provide sufficient written feedback to help students improve their own work. Peer and self-assessment and constructive feedback in books is developing although this is generally inconsistent across classes and subjects

Areas of Strength:

- Teaching strategies and engagement of students in most Cycle 3 lessons.
- The school's participation in external benchmarking assessment.

Areas for Improvement:

- Teachers' provision of different activities to meet the learning needs of all students' groups, in Cycles 1 and 2.
- Teachers' questioning to promote students' critical thinking skills in Cycles 1 and 2.
- Teachers' use of assessment data to enhance the academic achievement of all students.
- Teachers' consistent and constructive feedback to students to help them improve their own work and drive progress across all subjects.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

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

- The quality of the curriculum is acceptable overall. It is reasonably broad, balanced and relevant and meets the MoE statutory requirements. It is heavily focused on textbooks. The school provides an adequate range of opportunities for students to develop their skills in most subjects. The school uses the MoE scheme of work with limited modifications to meet the school's needs, which supports continuity and progression.
- The school provides older students with advanced and general stream from Grades 9 to 12. Across the school, students learn moral education and have regular access to PE and CCDI. There are some carefully planned cross-curricular links enabling students to transfer knowledge and skills from one subject to another. For example, in Grade 11 English, reading skills are linked with learning about the eco-system in science.
- The school conducts periodic reviews of its curriculum at grade level and identifies development priorities. These meetings are at an early stage of development and the impact of the reviews is not yet consistently apparent in lessons.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
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- The school makes a few modifications to the curriculum to meet the needs of most groups of students. The school conducts remedial lessons at least twice each week for different subjects including basic literacy and numeracy for Grade 1. This is done consistently across the year although the impact of these lessons is not closely monitored. Adaptation less consistently provides sufficient challenge for the high attaining and G&T students.
- The curriculum provides a range of activities to enhance students' learning including Arabic reading, the Holy Qur'an recitation, sports, software and gaming competitions. The school offers enterprise events such as raising funds to donate to Red Crescent through



'our warm winter'. Older students participate in entrepreneurship opportunities such as little merchant young entrepreneur. Assemblies provide students with opportunities to develop their leadership skills. Opportunities for innovation are a developing feature in lessons across the school.

- The school has established meaningful links with the Emirati culture and UAE society. This strengthens their knowledge and understanding of the UAE culture, heritage and history. For example, in Grade 12 chemistry, students connect the Voltic cells in UAE to using electric cars and renewable energy resources.

Areas of Strength:

- Curricular choices provided in Cycle 3.
- The curricular links with UAE culture and heritage.

Areas for Improvement:

- Curriculum modification to meet the learning needs of all groups of students including high and low attainers, students with SEN and G&T students.
- Curriculum opportunities to enhance students' skills in innovation and embedding them within and beyond lessons across the school.

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

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

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



- The protection, care, guidance, and support for students is good. The effective safeguarding procedures are shared with staff, students' and parents' policies detail appropriate steps and ensure all stakeholders are protected from abuse including bullying and online risks.
- The school provides a safe, hygienic and secure environment for students and staff. Safety checks are regular and thorough. Supervision of students is very effective although there can be some disorganisation on school transport. The buildings and equipment are well maintained. Medical staff store records and medicines securely in locked cabinets, and all accidents and the subsequent actions are logged. There are ramps for access to the school. A few classrooms are too small for the number of students on roll and there is no lift for access to the first floor.
- The school promotes safe and healthy lifestyles through the school clinic's doctor and nurse. The school monitors obesity by measuring body, mass index (BMI). Diets are shared with parents, explained to students and followed up monthly. The school does not yet ensure only healthy options are used as incentives for students.

Care and support

Good

Good

Good

Good

- Relationships between staff and students are very positive. Behaviour management systems are effective. Most older students manage their own behaviour effectively, this is to a lesser extent in lower grades.
- The school's approach is effective in promoting good attendance and punctuality. The school follows up on absences daily with parents. It monitors late arrivals to the morning assembly.
- The school identifies students with SEN and G&T students through a developing internal process. The process is still in its early stages and does not support capturing all cases or accurately identifying them. The school has started identifying the G&T based on observations and academic performance.
- The school offers generic support to students with SEN and the G&T students. There is a SEN coordinator to support and monitor the students. There are no individual education plans (IEPs) for any identified cases or cases under observation. There is limited support in lessons and teachers need to better understand how to support students with different educational needs. The G&T students represent the school in few external events.
- Cycle 3 students are supported with their curricular choices in Grade 9 and provided with career guidance as they explore their higher education pathways. Cycle 3 students benefit from visiting universities and career fairs and attending specific informative sessions.

Areas of Strength:

- Systems to engender courteous relationships between staff and students.



- Career Guidance and support for Grade 9 and Cycle 3 students.

Areas for Improvement:

- The inclusive access to the first floor.
- Systems to ensure the identification of students with SEN and G&T students in lessons so that they reach their potential.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

- Leadership and management are acceptable overall. The senior leadership team has a clear vision and commitment to UAE national priorities. This is communicated to all stakeholders and reflected in the school improvement plan. Relations and communications are professional although leaders are not always fully effective in driving positive change. Staff's morale is generally positive.
- There are variable levels of competence; most leaders demonstrate awareness that further improvements can be made. They are inconsistent in addressing potential barriers, although they demonstrate sufficient capacity to make required improvements. Leaders ensure the school is compliant with all statutory requirements.

Self-evaluation and improvement planning

Acceptable

- Senior leaders start the self-evaluation process by the end of the school year using internal and external assessment data. The analysis of data is not yet robust enough to sharply reflect the school's effectiveness. The improvement plan reflects the school priorities that are based on the previous review report. Action plans are not specific enough or closely monitored to have the maximum impact on all aspects of students' achievement. Monitoring of teaching and learning is conducted by coordinators and senior leaders. It focuses more on teachers' action



rather than the impact on students' achievements. The school has addressed the previous recommendations in some areas while other actions still need to be fully embedded.

Partnerships with parents and the community

Good

- Parents are highly supportive of the school and actively participate in social events. They communicate their feedback directly or through the parents' council or through surveys conducted by the school. The school uses social media for general communication and messaging applications for class specific announcements. KG parents have recently started receiving termly reports on their children's performance while in other cycles parents get specific updates at the parent teacher meetings.
- The school has varied and beneficial partnerships with local communities to support students' learning and enrich their volunteering experience. There are few partnerships with local universities.

Governance

Acceptable

- The governor's board includes representatives from the school community, owner and educational experts. The board receive the views from stakeholders through the dedicated representatives and the outcomes of the analysed surveys. The board monitors the school's performance through periodic meetings and reviewing reports it supports the school through providing resources. It has a general overview of the school's performance; their role in monitoring impact and ensuring accountability is underdeveloped. Governors ensure that statutory requirements are met.

Management, staffing, facilities and resources

Acceptable

- The operation of the school runs smoothly most of the time. Timetabling makes satisfactory use of the available areas. The arrangements for bus departure can be disruptive to the learning experience of many students. Most teachers are qualified. Their professional development training is not always targeted on areas of individual need or boosting students' achievement. The teaching areas are mostly of an acceptable size, being less so in a few classrooms across the school. The school has introduced a new shaded area for the KG children and provides more space for learning areas.

Areas of Strength:



- The effective partnerships with parents and the community.

Areas for Improvement:

- Middle leaders' capacity to lead teaching and learning in their departments.
- Leaders' focus on students' achievements during the monitoring of teaching and learning.
- The effectiveness of teachers' professional development to ensure maximum impact on students' learning and achievement.
- The arrangements for the departure of students who travel by bus.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has 13 Arabic teachers: 3 in KG and 10 supporting the 3 cycles. The teacher-to-student ratio is 1:80.
- The school library contains 1,711 fiction books and 2,823 non-fiction books. The school promotes reading through different strategies such as the one-minute strategy, reading progression, and young readers programmes. These are supported by the classroom library, mobile library, and digital library.
- Reading in Arabic is reinforced through school activities and initiatives. A key resource is the digital reading platform. Students develop their reading comprehension through the 'Read and Rise' initiative.
- Internal and external competitions include 'Eloquent Tongue,' story writing contests, the Poetry Club, the Arab Reading Challenge, Knights of Poetry, and Theatre Competitions. Parents are asked to encourage their children to read, borrow books, and participate in competitions.

The school's use of external benchmarking data

- The school enrolls all students from Grades 5 to 9 in IBT for English, mathematics, science, and reasoning. This is a significant improvement in enrolment numbers from last year. In Arabic, Grades 3 to 11 students participate in TALA while Grades 1 and 2 sit Mubakkir examinations.
- Students are prepared for these assessments through practice with sample tests during lessons and internal evaluations. Coordinators are expected to analyse the results and identify areas for improvement once the results are released. This informs future remedial and enrichment planning.
- Assessment results are shared with students and parents.



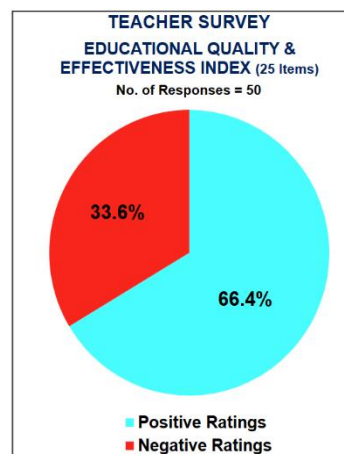
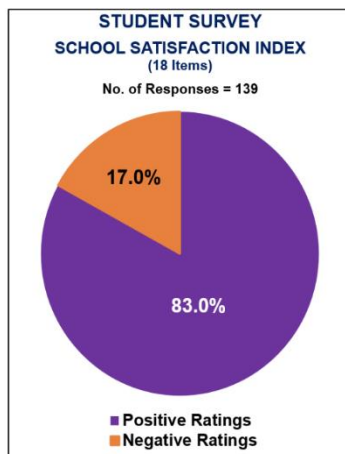
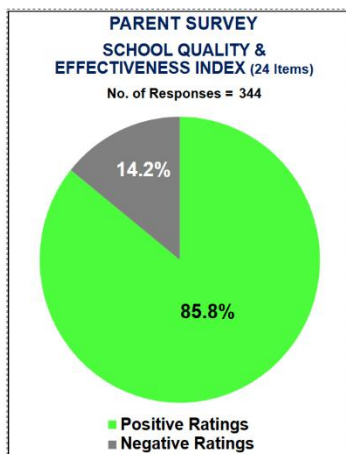
- The school meets with parents to highlight the importance of these international tests. Parents are currently aware of these and support their children with the preparation

Provision for KG

- The KG is managed by two supervisors, academic and administrative. There are 3 teachers in KG and 3 teacher assistants. English and PE are taught by teachers from the other cycles. The total number of children in KG is 60. The teacher-child ratio is maintained at 1:20.
- The indoor environments are vibrant and stimulating featuring 1 classroom for KG1 and 2 for KG2. The KG1 classroom has limited space. Classrooms are equipped with educational resources, reading corners, and displays of children's work.
- Outdoor facilities include a secure covered play area, a new grass covered playground and a newly added indoor resource area. There are additional covered play zones, a sand area and a gardening corner.
- Children new to KG take an assessment before admission. Parents receive details of their children's performance through termly reports. All activities and celebrations are shared with parents through digital applications. Transition from KG2 to Grade 1 begins in term 3 with regular visits to Grade 1 where KG 2 children experience some classes.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' overall achievements across the school by:
 - ensuring all students' achievements are at least good.
 - focusing on English language skills rather than knowledge in lessons.
 - understanding how children learn in KG and aligning the lessons with age-appropriate expectations.
 - providing students with more opportunities to develop their innovation skills in lessons.
- Improve teaching and learning by:
 - using teaching strategies that engage and challenge all the different groups of students.
 - modifying the curriculum to meet the needs of all groups including all abilities, students with SEN and G&T students.
 - improving learning resources and their effective use to enrich students' learning experience.
 - ensuring students with SEN are consistently well supported during their lessons.
- Ensure leaders secure improvement by:
 - focusing on students' achievements when monitoring teaching and learning.
 - developing a realistic view of the actual performance of the school.
 - empowering middle leaders to take ownership in leading their departments with clear accountability and availability.
 - monitoring the use of assessment data to ensure it is being reflected in curriculum modification, applied in lesson plans and effectively practised to support the progress of all groups of students.



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

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

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

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