



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Khorfakkan Model Pvt. School
5-8 February 2024

**Overall
Effectiveness:
ACCEPTABLE**





TABLE OF CONTENTS

PURPOSE AND SCOPE	3
THE SCHOOL PERFORMANCE REVIEW PROCESS	4
SCHOOL INFORMATION	6
THE SCHOOL PERFORMANCE REVIEW FINDINGS	7
Performance Standard 1: Students' Achievement	8
Performance Standard 2: Students' personal and social development and their innovation skills	17
Performance Standard 3: Teaching and assessment	19
Performance Standard 4: curriculum	21
Performance Standard 5: the protection, care, guidance and support of students	23
Performance Standard 6: Leadership and management	25
ADDITIONAL FOCUS AREAS	28



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	181	
	School location	Al Bardi-6 Sharjah	
	Establishment date	1989	
	Language of instruction	Arabic	
	School curriculum	Ministry of Education (MoE)	
	Accreditation body	-	
	Examination Board	MoE	
	National Agenda Benchmark Tests/ International assessment	IBT, TIMSS	
	Fee range	3,600 to 7,200 AED	
		Principal	Abeer Khalil Ahmed
		Chair of Board of Governors	Abd ElKader Sharaf
Total number of teachers		32	
Total number of teaching assistants		1	
Turnover rate		17%	
	Main nationality of teachers	Egyptian	
	Teacher: student ratio	1:11	
	Total number of students	337	
	Total number of students per cycle	KG: 75 Cycle 1: 153 Cycle 2: 109	
	Number of Emirati students	5	
	Number of Emirati students per cycle	KG: 2 Cycle 1: 3 Cycle 2: 0	
	KG: number and gender	Boys: 34 Girls: 41	
	Primary: number and gender	Boys: 78 Girls: 75	
	Middle: number and gender	Boys: 58 Girls: 51	
	High: number and gender	N/A	
	Nationality groups	1. Egyptian 2. Sudanese	
	Total number of students with special educational needs	7	



PROGRESS JOURNEY

Previous Review: 2022 - 23	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 4 reviewers' 112 lesson observations, 22 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. The school has remained acceptable and made progress in addressing some aspects of the recommendations from the last review of February 2023. The senior leadership team in the school has focused on the strategic plans involving all stakeholders. This has resulted in improved achievement in Islamic education and social studies from acceptable to good, and in English from weak to acceptable in all cycles. Teachers' strategies are effective in meeting the needs of most students, particularly in Islamic education and social studies. The adaptation of the curriculum has improved from weak to acceptable. Students enjoy taking responsibility for their own learning and display positive and responsible attitudes. They behave well and consider others. Students contribute well to the life of the school and the community. They learn in a safe environment and contribute to the positive relationships that permeate across the school. The school has improved its partnership with parents and established strong links with local schools and agencies to benefit students' learning.

KEY AREAS OF STRENGTH:

- Students' improved achievement in English, Islamic education and social studies across the school.
- Students' understanding of Islamic values and the UAE culture and heritage.
- The protection, care and support for students' wellbeing.
- The senior leaders' clear direction and improved partnership with parents.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement in most subjects to good or better levels in all subjects.
- The quality and consistency of teaching and the use of assessment across the school.
- The adaptation and the review of the curriculum to meet the needs and abilities of most groups of students.
- The role of the leaders at all levels to further support and to improve the school's performance.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good overall across the school. In lessons and students' work, the majority of students make better than expected progress. This matches with the internal data, which shows that the majority of students make good progress.• Internal assessment data indicates that the attainment is very good. This is not evident in lessons and students' work, where most students attain in line with curriculum standards. There is no external assessment data for this subject.• The majority of students make good progress. In KG, children know about the five pillars of Islam and can recite short verses from the Holy Qur'an and understand its interpretation. In Cycle 1, students can memorise and recite verses from the Holy Qur'an and apply some Tajweed rules in their recitations. A few students cannot refer to the Noble Hadeeth for evidence to support their viewpoints. In Cycle 2, students can recall and recite longer verses from the Holy Qur'an. They show appropriate knowledge of Islamic values and principles such as respect, honesty, and etiquette when entering a mosque. A few students are unable to provide evidence from the Noble Hadeeth to support their understanding related to the importance of co-operation value in Islam.• The majority of groups of students make better than expected progress. High-attaining students do not make the progress that they are capable of.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's knowledge of the five pillars of Islam, in KG.• Students' knowledge of moral values and etiquette, in Cycle 2.	<ul style="list-style-type: none">• Students' ability to provide evidence from the Noble Hadeeth to support their ideas in Cycles 1 and 2.• Students' recitation skills, including Tajweed rules across the school in Cycle 1.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a first language is acceptable overall across the school. In lessons and students' work, most students make expected progress, and this matches with the school's assessment data that shows acceptable progress overall.• Internal assessment data indicates that attainment is acceptable, and this matches with the attainment in lessons and students' work that shows most students attain in line with curriculum standards. There is no external assessment data.• Most children and students make expected progress. In KG, children know the alphabets and their phonics, and can read and write simple words. In Cycle 1, students can read and write in line with the curriculum standards. Their pronunciation skills and reading with proper vocalization are less developed. In Cycle 2, students can read, explain the poetic metaphors and understand the implicit meanings of the poems. Handwriting and spelling skills are less developed. Across the school, students do not always use standard Arabic in their speaking. Writing is not well developed in all cycles.• Most groups of students make expected progress. High-attaining and the gifted and talented (G&T) students do not receive a high level of challenge to extend their learning.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's knowledge of phonics, in KG.• Student's ability to read and to analyse poems in Cycle 2.	<ul style="list-style-type: none">• Students' pronunciation in Cycle 1.• Students' handwriting in Cycle 2 and writing skills across the school.• Students' consistent use of standard Arabic when speaking in all cycles.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall in all cycles. In lessons and students' work, the majority of students make better than expected progress. This matches with the school's internal data that indicates progress is good.• Internal assessment data indicates that attainment is good. This is not evident in lessons, where most students attain in line with curriculum standards. There is no external assessment data for social studies.• Many children in KG and students in Cycles 1 and 2 make better than expected progress. In KG, children can name the seven Emirates, know that Sheikh Zayed bin Sultan Al Nahyan (RIP) is the Founder of the UAE and talk about special places to visit in Sharjah. In Cycle 1, students show a good knowledge of National identity and citizenship and talk about the diversity and the demographic distribution in UAE. They are less confident reading and analysing demographic diagrams. In Cycle 2, students share their knowledge about South Korea and its economic revolution. They make some comparisons with other countries in relation to technological marketing such as mobile phones. They know the advantages of UAE geographical locations and the borders with neighbouring countries. They are less skilled in how to locate sites on maps related to shared borders with other Gulf countries.• The majority of groups of students make better than expected progress. High-attaining students are not sufficiently challenged to accelerate their progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• KG children's knowledge of the seven Emirates and Sheikh Zayed bin Sultan Al Nahyan (RIP)-as the Founder of the UAE.• Students' knowledge of UAE geographical landmarks and locations, in Cycle 2.	<ul style="list-style-type: none">• Students' knowledge of how to analyse demographic diagrams in Cycle 1.• Students' mapping skills in Cycle 2.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. In lessons and students' work, most students make expected progress, and this matches with the progress noted by the school in internal assessment data.• Internal assessment data indicates acceptable attainment. In lessons and students' work, most students attain in line with curriculum standards. International Benchmark Test (IBT) results for 2023 show that Cycle 1 was above average, and Cycle 2 was in line.• Most students develop adequate knowledge and skills. In KG, children listen attentively and can answer in simple words and phrases. They know how to relate the letters to the sounds they make. Few children can answer in long sentences. In Cycle 1, students can hold simple discussions about familiar topics. They can read short texts. A minority of students are not able to explain what they have understood. In Cycle 2, students confidently take part in discussions and share their views with others. They can read and extract information from texts and explain their meanings. Writing is less well developed across the school.• Most groups of students make expected progress. High attaining students do not make the progress that they are capable of.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's knowledge of phonics, in KG.• Students' speaking skills, in Cycle 2.	<ul style="list-style-type: none">• Children and students' speaking skills, in KG and Cycle 1.• Students' reading and comprehension skills, in Cycle 1.• Children and students' writing skills across the school.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall. In lessons and in their work, most students make the expected progress across all cycles. This does not match with the school's internal data, which indicates progress is very good in KG and Cycle 1, and good in Cycle 2.• The school's internal assessment data shows attainment as outstanding overall. The external IBT examination data indicates acceptable attainment in Cycles 1 and 2. This aligns with observations from lessons and students' work, where most students attain in line with curriculum standards across all cycles.• Overall, most students show acceptable mathematical skills and knowledge in all cycles. In KG, children demonstrate secure skills in counting and using mathematical language such as 'more' or 'less'. A minority of children are unable to form numbers correctly. In Cycle 1, students can tackle basic mathematical operations. For example, in Grade 4, students can compare fractions and determine whether a fraction is greater or smaller. Students are less secure with multiplication to conduct mental math operations. In Cycle 2, students develop adequate skills to solve algebraic equations. For instance, in Grade 7, students can solve linear equations where the coefficients are rational numbers. A minority of students have not developed enough skills to undertake complex work, including probability and statistics.• Most groups of students make expected progress. In Cycle 2, girls make better progress than boys. Higher-attaining and G&T students do not always progress as rapidly as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's counting skills in KG.• Students' skills to solve algebraic equations in Cycle 2.	<ul style="list-style-type: none">• Children's accuracy in writing numbers in KG.• Students' mental math skills in Cycle 1.• Students' ability to conduct more challenging work in Cycle 2.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. In lessons and in their work, most students make expected progress across all phases. This does not match with the school's internal data, which indicates progress is very good across all cycles.• The school's internal assessment data shows attainment as outstanding overall. This does not match with the attainment seen in lessons and in students' work across all cycles, where most students attain in line with curriculum standards. The external IBT science examination data indicates acceptable attainment in Cycle 1 and good attainment in Cycle 2.• Most students demonstrate adequate scientific knowledge and skills. In KG, children learn about the importance of healthy eating and explore the roles of 'People who help us'. Children do not have access to first hand experiences to learn from. In Cycle 1, students show a secure understanding of the states of matter, including solid, liquid and gas. Their research, scientific approach and experimental skills are not well developed. In Cycle 2, students acquire new knowledge about the digestive system and can identify and categorise the essential components of healthy food, including macronutrients. Students' investigation skills and their ability to draw conclusions are less developed.• Most groups of students make expected progress. In Cycle 2, girls make better progress than boys. Higher attaining students do not always progress as rapidly as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of the states of matter in Cycle 1.• Students' knowledge about health science, including the digestive system in Cycle 2.	<ul style="list-style-type: none">• Children's involvement in practical activities in KG.• Students' ability to explore resources and to make conclusions in Cycle 1• Students' ability to make hypothesis, investigate and to report their findings in Cycle 2.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. In lessons, most students make the expected progress, and this concurs with the acceptable progress noted by the school.• Internal assessment data indicates that attainment is acceptable. In lessons and students' work, most students attain in line with curriculum standards.• In KG, children demonstrate age-appropriate skills in physical education (PE). They learn to co-ordinate their movements when they pretend to be a flying bird. In other cycles, students enjoy PE lessons and most develop good ball skills. In art, children enjoy drawing pictures of themselves. In other parts of the school, students show adequate skills in painting and drawing. Across the school, children and students take part in music, sing and perform. For example, in Grade 5, girls explored the musical games that UAE children created in the past. They then performed their dance to their peers. In information and technology, students in Grade 4 learn to explore coding techniques. In Grade 6, they use programmable tools to design robots.• Most groups of students make expected progress. The progress of the high attaining students is less developed.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children and students' participation in music.• Students' information and technology skills in Grades 4 and 6.	<ul style="list-style-type: none">• Students' ability to be more creative in their work in art across the school.• The progress of the high attaining students in all other subjects.



Learning Skills	<ul style="list-style-type: none">• Students learning skills are acceptable overall across all cycles. They have positive attitudes to learning and take responsibility for their own work. They take part in group activities and support each other when opportunities arise.• Generally, students communicate their ideas well to others, except in English in Cycle 1, where a minority of students are not able to express their ideas at times. In KG, children work well with others and listen to the views of their friends.• Students make meaningful links with real life and the world. For example, in a KG2 lesson, children referred to the importance of respecting and helping others to gain 'good rewards' from Allah (SWT).• Students use learning technology to research and to support their work. Students are keen to ask questions and to work together to find answers. They take part in enterprise, for instance, to raise charitable funds to support other families. Students' innovation and critical thinking skills are not fully developed across the school.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' collaboration and responsibility for their own learning across the school.• Students' ability to make links with real life and other subjects.	<ul style="list-style-type: none">• Students' communication skills in English in Cycle 1.• Students' innovation and critical thinking skills across 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	NA
Personal development	Good	Good	Good	N/A
<ul style="list-style-type: none">Students demonstrate positive and responsible attitudes to learn and are willing to improve their work.Students behave well in all parts of the school and relate well to each other. Bullying is rare, and students feel safe in school. They are courteous and show empathy to their peers. In KG, children know that 'sharing is caring'.Students are aware of the importance of healthy living. For example, they engage well in physical exercise. In KG, children know they need to drink water to keep hydrated. A minority of students consume unhealthy food that they bring from home.Several incentives to improve punctuality and attendance have resulted in very good attendance at 96%. Students arrive at school, assemblies and lessons on time.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	N/A
<ul style="list-style-type: none">Students have a clear knowledge and understanding of Islamic values and understand how they influence life in UAE society. They take part in Islamic events such as Eid and appreciate how mosques in the UAE provide the opportunity for Muslims to pray when required. In KG, children know about Mecca and understand that the Holy Qur'an is Allah's book.Students show good knowledge about the culture and heritage of the UAE. They participate in activities such as National Day and sing the National Anthem. In KG, children understand that there are places of interests such as Burj Al Arab and Al Rafisah Dam in Khorfakkan.Students demonstrate a clear understanding about their own culture and heritage and the diversity of other cultures through music, assemblies and International and Cultural Days.				
Social responsibility and innovation skills	Good	Good	Good	N/A
<ul style="list-style-type: none">Students participate in activities in school such as classroom leaders and school counsellors. They support initiatives such as raising funds to help 'Children in need'. Older students volunteer to lead assemblies and to act as supervisors and mediators during play.				



- Students have a good work ethic. They keenly initiate activities, including designing and managing their own projects. Innovation is less well-developed across the school.
- Students appreciate sustainability and take part in recycling aluminium in school. They lead activities such as cleaning the local beach and raising awareness about saving water and electricity. Older students took part in conservation projects related to COP28. UAE.

Areas of Strength:

- Students' attitudes, behaviour, and relationships.
- Students' knowledge of Islamic values and their appreciation of the UAE culture and heritage.

Areas for Improvement:

- Students' understanding about the importance of healthy eating.
- Students' innovation skills across the school.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	KG	Cycle 1	Cycle 2	NA
Teaching for effective learning	Acceptable	Acceptable	Acceptable	N/A

- Teachers have secure subject knowledge and use it to help students learn new knowledge and skills. In KG, teachers have attended training to help them understand how young children learn and develop.
- Teachers create a positive and welcoming learning environment. They plan lessons with clear learning objectives and share these with students, so they know what is expected of them. At times, the pace of learning is slow, and it does not help students to fully accomplish their tasks. Teachers use the available resources to support learning. Questions and dialogue enable students to think about their own learning and to share their findings with others.
- In the best lessons, teachers plan tasks that meet the needs and abilities of most groups and offer sufficient challenge for the high attaining students. For example, in a Grade 8 science lesson, the teacher helped students to develop good knowledge about the way the digestive system works and referred to prior knowledge to help students think about how enzymes operate. This is not a common feature across the subjects and the cycles.
- Teachers encourage students to work independently. Teaching to develop students' innovation and problem-solving skills is insufficiently developed.

Assessment	Acceptable	Acceptable	Acceptable	N/A
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- The internal assessment processes are consistent and link to the school's curriculum. This enables teachers to check students' attainment and progress. The school benchmarks students' attainment results against international standards such as IBT and TIMSS to prepare students for external examinations.
- The school leaders analyse the assessment data and share it with teachers to influence teaching and the curriculum. Not all teachers use the assessment data to identify the gaps precisely and meet the needs of all students.
- Teachers know students well and offer them verbal feedback, and students respond to this accordingly. Written feedback is not sufficiently personalised to provide students with clear next steps to improve the quality of their work. Teachers do not always remind students to peer and self-assess.

Areas of Strength:



- The learning environment that teachers provide.
- Teachers' use of questions to ensure students' understanding.

Areas for Improvement:

- Teachers' effective use of time and assessment outcomes to meet the needs of most groups of students.
- Teachers' development of students' innovation and problem-solving skills.
- Teachers' constructive written feedback and the support for students to check their learning and those of their peers.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

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

- The curriculum is reasonably broad, balanced and develops knowledge and skills. It meets the MoE national statutory requirements. It provides subjects such as art, music, PE and IT to help students follow their interests. There are also opportunities for students to strengthen their knowledge and understanding about the UAE culture, heritage and National identity. In KG, the educational programme provides opportunities for children to develop their linguistic, mathematical and scientific skills. Their physical development and there is a good provision for Islamic education and social studies.
- The curriculum provides adequate continuity and progression in most subjects, except for Islamic education and social studies, where it is good, helping students to build on prior learning. Joint planning within grades and cycles ensures that students have access to carefully planned opportunities to support their learning. Continuity and progression are not consistent in all subjects and grades. There are adequate cross-curricular links overall, especially in Arabic, Islamic education and Social studies, which support students' knowledge and understanding about the UAE society and culture.
- The school has reviewed its curriculum to ensure that children in KG and students in Cycle 1 have access to handwriting activities to improve their fine motor skills. The review of the curriculum has a positive impact on students' learning, particularly in Islamic education and Social studies. It is less consistent in other subjects.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	N/A
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- The school makes adequate modifications to the curriculum to meet the needs of most groups. In English, teachers have introduced specific lessons to improve students' phonics, reading, grammar and comprehension skills. In mathematics, teachers have begun to devise differentiated resources to support students' problem-solving skills. The curriculum is not yet modified to fully meet the needs of all students, particularly the high attaining and G&T students.
- The curriculum provides the chances for students to take part in enterprise events such as raising funds and making decisions about the choices of charities to donate to. It is enriched by a range of extra-curricular activities, including recitation of the Holy Qur'an, reading in Arabic, music, cultural events, sport competitions and trips to places of interests. Opportunities to develop innovative skills in lessons are less well-developed.



- The curriculum provides good links with Emirati culture and UAE society. In KG, children take part in Isra Wal Miraj and refer to how the mosques in UAE remind people of such events. In social studies, students make useful links with UAE society while exploring cities and suburbs they have visited in the UAE and comparing them with where their families come from.

Areas of Strength:

- The enrichment of the curriculum entuses students to learn.
- The links with the UAE culture and heritage to support learning.

Areas for Improvement:

- Consistent review of the curriculum to ensure continuity and progression.
- Curriculum adaptation to meet all students' needs and provide innovation in lessons.



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	NA
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	N/A
<ul style="list-style-type: none">• The school has a well-implemented child protection policy. Staff have attended training to help them know how to keep children safe. Parents receive guidance on how to protect their children on e-safety. Students benefit from anti-bullying events and know that bullying hurts people. Students feel safe in school and are confident to ask for support whenever required.• The health and safety team undertakes regular checks on the premises and resources, including fire safety. The school conducts fire drills to help students and staff know how to leave the building safely in an emergency. Staff supervise students in all parts of the school, including on school transport. The school keeps records of accidents and incidents, including subsequent actions, in securely locked cabinets. The building is old but accessible for all students. Staff undertake regular maintenance to ensure that the school environment is safe and secure.• The staff and the school nurse provide good support for students to lead a healthy lifestyle. For example, students take part in physical activities, and lead on special Diabetes and Heart Days to highlight the importance of health and wellbeing. Students have also received first aid awareness from the school nurse. A minority of students consume unhealthy snacks that they bring from home.				
Care and support	Acceptable	Acceptable	Acceptable	N/A
<ul style="list-style-type: none">• Friendly interaction between staff and students is a common feature across the school. Behaviour management systems are well-established, and the social worker works well with parents to help them know how they can support their children's social skills at home and beyond.• The school has a robust system to promote effective attendance and punctuality. This has resulted in very good attendance and punctuality.• The school has just begun to review its procedures to identify students with special educational needs (SEN). The school is also seeking guidance from outside professionals on how to identify G&T students. The identification of such groups is still in its infancy.				



- The school provides extra activities for the few identified as G&T students, including in reading in Arabic, recitation of the Holy Qur'an and sports activities. Students with SEN do not always receive the support they need. High attaining and G&T students are not always sufficiently challenged to reach their full potential in lessons.
- Students receive good personal support from their teachers and other staff in school. Transition arrangements are well-established across the school. Good guidance and follow-up on students who have moved to secondary schools ensure they can resume education elsewhere.

Areas of Strength:

- Procedures for ensuring students are safe and well cared for.
- Relationships between staff and students and the systems to improve attendance.

Areas for Improvement:

- The monitoring of the food that students bring from home.
- The robust identification of SEN and G&T students, support for SEN and 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 leadership team have set a clear strategic direction, aiming at improving students' achievement. The leadership team is committed to the UAE National priorities to raise students' attainment, as evident in the way the school involves students in international examinations such as IBT. Most of the school leaders demonstrate adequate knowledge of teaching, learning and assessment. Leaders have improved students' achievement in Islamic education, social studies and English. Their practices and skills in raising students' academic outcomes in all other subjects are improving steadily.
- Relationships and communication amongst staff are professional and morale is positive. Most staff are clear about their roles and responsibilities, and willingly support each other. Leaders have addressed some barriers to learning. For example, they ensure children and students from KG have the chance to improve their phonological skills in Arabic and English. The school leaders demonstrate sufficient capacity to make required improvements. Leaders ensure that the school is compliant with statutory and regulatory requirements.

Self-evaluation and improvement planning

Acceptable

- The school's self-evaluation (SEF) includes the views of teachers, parents and others, and reports on assessment. This helps the school leaders to highlight strengths and to identify key areas for improvement. The school has systems in place to observe teaching and to monitor students' learning. The principal and other leaders observe lessons and give feedback to teachers on how they can improve the quality of their teaching and the use of assessment. Such practice is not yet consistent across the school. The school's improvement planning is linked to the SEF and shows an accurate view of key priorities with measurable timescales, costs and a system for monitoring and evaluation of the school's actions. The implementation of the planning has resulted in improvements in Islamic education and social studies because of training by external professionals.

Partnerships with parents and the community

Good



<ul style="list-style-type: none">Parents are engaged in their children's education and the work of the school, and the Parent Association involves parents in organising special events such as Eid and National Days. Effective communication and reporting systems ensure parents are well informed about their children's academic outcomes, personal development and wellbeing. The school has established close links with agencies, for example, the civil defence to raise fire safety awareness. The school's connections with other schools encourage sports and the exchange of ideas to enhance teaching and the curriculum.	
Governance	Acceptable
<ul style="list-style-type: none">Governance includes representations from the school staff, parents, students, and other stakeholders. Governors visit the school regularly, speak to staff and act on parents' suggestions. The owner supports the school financially. Governors receive regular reports from the principal. They support the school leaders and are beginning to ask them challenging questions about students' achievement. This has helped the school to reflect on its SEF. Governors do not hold the leaders accountable for outcomes yet, they have not triangulated the assessment data against the quality of teaching and students' work to gain a deep understanding of the school's work. They ensure that statutory requirements are met.	
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none">Teachers and other staff ensure that day-to-day management of the school is well organised and effective. Staff greet students as they arrive at school and encourage them to attend lessons on time. The school has suitably qualified teachers, who support the delivery of the curriculum and observe each other to share best practice. Teachers and middle leaders need well-tailored training that matches their needs to further strengthen their knowledge and to improve the quality of their subjects. The premises and facilities are adequate and science laboratories and other facilities such as two prayer rooms are made available to students. The outdoor areas provide ample space for students to socialise with one another. There are not enough practical resources to support teaching and learning in the school.	
Areas of Strength:	
<ul style="list-style-type: none">The leaders' strategic direction and commitment to improvement.The school's positive partnership with parents and the community.	
Areas for Improvement:	
<ul style="list-style-type: none">The leaders' rigorous monitoring of teaching and use of assessment to improve students' outcomes.	



- The specific training for teachers and middle leaders to improve their teaching practices and the monitoring systems.
- The role of the governors to further hold the school to account for students' performance, and the provision of practical resources to enhance teaching and learning.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The staffing provision for teaching Arabic across the school is 7 teachers with a teacher to student ratio of 1:37.
- Teachers of Islamic education and social studies support students on reading and comprehension in lessons.
- There are approximately 1250 books for Arabic readers in the school's library. It is a combination of fiction and non-fiction books. Students attend the library for 1 session per week with their teachers and can borrow books to read at home. The school has firm plans to use 'Alef' reading program to help students read. In KG, children have access to books in their classrooms to make choices.
- Every term, the Arabic department organises special events for reading competitions such as the Young Reader and the Young Poet in the school and organises other reading occasions beyond the school to highlight the importance of reading and comprehension.

The school's use of external benchmarking data

- The school participated in IBT examinations in 2023. Results show that attainment was average in mathematics in Cycles 1 and 2; average in Cycle 1 and above average in Cycle 2 in science; and above average in Cycle 1 and in line in Cycle 2 in English. The school has plans to take part in Mubakkir and TALA assessments in the near future.
- The school has provided training for teachers, particularly for mathematics and science to further improve their teaching practices and to use questions from assessment papers such as IBT to help students be familiar with the examination expectations.
- Students are clear about their targets and know what they can improve in future examinations.
- Teachers share the international benchmarking assessment results with parents and offer them guidance on how they can support their children's learning at home.

Provision for KG

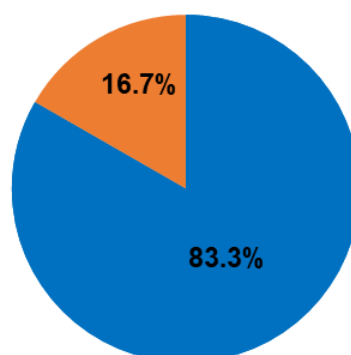
- The school has 3 classrooms, 1 classroom for KG1 children and 2 classrooms for KG2 children. There is 1 classroom assistant who supports in classrooms based on students' needs. The adult to child ratio is 1:25.
- The teacher in charge of the KG department works as a close link with parents and external agencies, for instance, to provide guidance for parents on how to seek speech and language therapy.
- KG classrooms are adequate and provide a suitable range of resources, including books, construction kits and malleable materials. In the activity room, children have the chance to choose their favourite activities and resources, including puzzles, books, construction blocks and paint. The outdoor area has a climbing frame that children use during their break-times.
- Induction processes are in place. Parents and their children visit the school and meet the teachers before the beginning of the academic year. Parents receive the school's policies and procedures to help them be familiar with the school's routines. Transition arrangements into Grade 1 are well established. KG2 children can spend time with their new teachers to become familiar with their new classroom before joining their class.



VIEWS OF PARENTS

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

No. of Responses = 72



■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve further students' achievement across the school in all subjects and cycles by:
 - devising more activities for children and students to practise their speaking, reading and writing skills in Arabic and English.
 - providing more tasks in Islamic education for students to recite verses from the Holy Qur'an, using Tajweed rules and to provide evidence from the Noble Hadeeth to support their findings.
 - providing more opportunities in social studies to show students how to locate sites on maps and analyse the demographic diagrams correctly.
 - assisting children in KG to form numbers correctly and to help students master their multiplication facts and how to tackle complex operations.
 - provide more practical science activities for children and students to experiment and strengthen older students' ability to make hypothesis, investigate and report.
 - offering more learning experiences for children and students to develop their learning skills, including communication skills in English in Cycle 1, and innovation and critical thinking skills across the school.



- Improve the impact of teaching and assessment on achievement by:
 - ensuring that teachers use the assessment data with rigour to plan and deliver lessons and activities that cater for the needs and abilities of all groups of students.
 - sharing the best teaching practices that exist in school and ensuring that teachers use time effectively to maximise learning for all students.
 - ensuring that teachers support innovation, problem-solving and critical thinking skills.
 - ensuring that teachers adapt the curriculum to cater for the needs and abilities of most groups of students.
 - ensuring teachers mark students' written work, give them constructive comments on how to improve the quality of their work and encourage them to assess the work of their peers to share their learning.
 - offering more learning experiences for children and students to develop their learning skills, including communication skills in English in Cycle 1, and innovation and critical thinking skills across the school.

- Improve the impact of leadership and management at all levels on student outcomes by:
 - providing specific training that matches the needs of teachers and middle leaders so that teachers can strengthen their teaching practices and middle leaders can effectively oversee the provision of their subjects and hold teachers more accountable for students' achievement.
 - ensuring that governors check the school's work, ask questions and triangulate the validity of information.
 - providing more practical resources that support teaching and learning across the school.



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.