



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Al Tafawq Private School
26 - 29 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	27



PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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

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

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



SCHOOL INFORMATION

School	Information	Value
	School ID	168
	School location	Al Dhaid, Sharjah
	Establishment date	1990
	Language of instruction	Arabic
	School curriculum	Ministry of Education (MoE)
	Accreditation body	-
	Examination Board	-
	National Agenda Benchmark Tests/ International assessment	IBT
	Fee range	2,700 to 6,000 AED
	Principal	Emad Al Mudrek
	Chair of Board of Governors	Fatima Al Dahmani
	Total number of teachers	36
	Total number of teaching assistants	1
	Turnover rate	10%
	Main nationality of teachers	Egyptian
	Teacher: student ratio	1:15
	Total number of students	531
	Total number of students per cycle	KG: 68 Cycle 1: 247 Cycle 2: 179 Cycle 3: 37
	Number of Emirati students	4
	Number of Emirati students per cycle	Cycle1: 2 Cycle 2: 2
	KG: number and gender	Boys: 36 Girls: 32
	Cycle 1: number and gender	Boys:130 Girls:117
	Cycle 2: number and gender	Boys: 95 Girls: 84
	Cycle 3: number and gender	Boys: 20 Girls: 17
	Nationality groups	1. Syrian 2. Egyptian
Total number of students with special educational needs	4	



PROGRESS JOURNEY

Previous Review:2022-23	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 105 lesson observations, 34 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The overall effectiveness of the school is acceptable. The school has remained acceptable since the previous review visit. The school has made improvements in students' achievement which is now acceptable in almost all subjects and all cycles except English in the kindergarten (KG). Student improved progress in social studies in Cycle 3, which is good. Students' personal and social development as well as their understating of Islamic values and UAE culture have improved from acceptable to good. Students' innovation skills remain acceptable. The quality of teaching and use of assessment are acceptable. The design of the curriculum and adaptations to meet the needs of students are also acceptable. Arrangements to ensure students' health and safety are acceptable, with good care and support. The overall quality of leadership and management is acceptable, with good partnerships with parents and links with the local community. The school has made broadly acceptable progress in addressing most of the recommendations outlined in the previous review. The quality of teaching and the use of assessment data remain the key focus for improvement. Resources for learning are insufficient to fully meet students' learning needs or the demands of the curriculum.

KEY AREAS OF STRENGTH:

- Students' positive attitudes, behaviour and mutual respect for their fellow students and members of staff.
- Students' appreciation for the UAE culture and traditions.
- The commitment of leaders to making improvements and raising standards.
- The partnerships with parents and the community.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement in all subjects in all cycles.
- The quality of teaching and the use of assessment information.
Resources to support teaching and learning and fully meet the needs of all 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	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
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	Acceptable
	Progress	Acceptable	Acceptable	Good	Acceptable
English	Attainment	Weak	Acceptable	Acceptable	Acceptable
	Progress	Weak	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable



Islamic Education	<ul style="list-style-type: none">Students' achievement in Islamic Education is acceptable overall. The school's internal data shows that students make good progress in KG and outstanding progress in Cycles 1 to 3. This does not match with what is seen in lessons and in students' work, which shows the progress of most students to be in line with curriculum standards across all cycles.Internal assessment data shows students' attainment is good in KG and outstanding in Cycles 1 to 3. This does not match with what is seen in lessons and in students' books, which shows that most students' attainment is in line with the curriculum standards across all cycles. No external assessment data is available for Islamic Education.In KG, children begin to memorise short verses of the Holy Qur'an and become familiar with Islamic etiquette. In KG2, children are able to recite the dua'a said before eating and implement the etiquette of eating while having their snacks at breaktimes. In Cycle 1, most students understand Prophet Muhammad's (PBUH) biography. For example, students in Grade 2 are able to retell the story of Prophet Muhammad's (PBUH) childhood, while a minority could not recall the names of his family members. In Cycle 2, students are able to recite verses from the Holy Qur'an correctly. They can recite Surat Yasin and interpret the meaning of the verses. Students' recitation skills, applying "Tajweed" rules, are underdeveloped. In Cycle 3, most students understand the Noble Hadeeth and how it was collected. Students are able to talk about scholars of the Noble Hadeeth in Islamic history. A minority are not able to refer to the Holy Quran or Noble Hadeeth to support their answers.Most groups of students make expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' knowledge of Islamic values and manners in all cycles.Students' knowledge of the life of Prophet Muhammad (PBUH) in Cycle 1.	<ul style="list-style-type: none">Students' Holy Qur'an recitation skills and their ability to apply the Tajweed rules in Cycle 2.The ability to support answers by referring to verses from the Holy Qur'an and the Noble Hadeeth in Cycle 3.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a first language (AFL) is acceptable overall. The school's internal data shows that children make good progress in KG and students make outstanding progress in Cycles 1 to 3. This does not match with what is seen in lessons and in students' work, where most students make progress that is in line with curriculum expectations throughout all cycles.• Internal assessment data shows children's attainment is good in KG and students' attainment outstanding in Cycles 1 to 3. This does not match with what is seen in lessons and in students' books, which shows that most students' attainment is in line with the curriculum standards across all cycles. No external assessment data is available for Arabic as the school did not participate in IBT, TALA and Mubbakir tests this year.• In KG, children begin school with limited knowledge of letter pronunciation and writing. They make acceptable progress towards knowing the different shapes of letters and are able to give examples of words containing them. In Cycle 1, students' speaking, listening and comprehension skills are acceptable. By Grade 5, most students can speak using standard Arabic, they can read a text aloud correctly and acquire and use new words correctly in sentences of their own. Students' ability to analyse poetry, for example, also develops. A minority of students find it difficult to find examples of figurative speech in a poem. Students in Cycle 2 demonstrate an increasing ability to organise their writing. They write on topics and apply grammatical rules correctly. A few cannot structure their ideas effectively and their skills in writing at length are limited. Students' speaking, listening and comprehension skills in Cycle 3 are acceptable. Students can take part in a discussion after reading a biography. They express themselves and share ideas using standard Arabic. A minority of students are not secure in the use of standard Arabic.• Most groups of students make expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's understanding of the phonetic sounds of the Arabic alphabet in KG.• Students' speaking and listening skills and the use of a widening vocabulary acquisition, especially in Cycle 1	<ul style="list-style-type: none">• Students' skills and fluency in reading in all cycles.• Extended writing skills in Cycles 2 and 3.• Students' use of standard Arabic in lessons across the school.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall. The school's internal data shows that students make good progress in KG and outstanding progress in Cycles 1 to 3. This does not match with what is seen in lessons and in students' work, where most students make progress that is in line with curriculum expectations in all cycles.• Internal assessment data shows students' attainment is good in KG and outstanding in Cycles 1 to 3. This does not match with what is seen in lessons and in students' books, which shows that most students attain in line with the curriculum standards across all cycles. No external assessment data is available for social studies.• In KG, most children have a basic knowledge of the UAE. For example, they can name the 7 Emirates and draw and colour the flag of UAE. They talk about places in Sharjah such as the Sharjah Museum of Islamic Civilization. In Cycle 1, most students show secure knowledge and understanding of current UAE society. By end of Cycle 1, students discuss the advantages and disadvantages of the use of new technology in the UAE. A few students are not able to make use of technology to gather more information on the topic. In Cycle 2, most students demonstrate knowledge and understanding of UAE history, values, national identity, and citizenship that is in line with curriculum standards. For example, students can talk about H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) and discuss his important role in the nation's development. Students' knowledge of the UAE in the context of international relationships is less developed. In Cycle 3, most students show a secure understanding and application of geographical coordinates and determine the position of the UAE and other Gulf countries on the map. By end of Cycle 3, most students can locate UAE on the globe and make links between the variations of temperatures in the UAE and its location and distance from the equator. Students' skills in using maps are less developed.• Most groups of students make expected progress. Higher attainers do not make as much progress as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge and understanding of UAE history, values across all phases.• Students' knowledge and understanding of current UAE society in Cycle 1	<ul style="list-style-type: none">• Students' use of technology for research and investigation in Cycle 1.• Students' knowledge of the UAE in the context of international relationships in Cycle 2.• Students' skills in using maps in Cycle 3.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. The school's internal data shows good progress for children in KG and outstanding progress for students in Cycles 1, 2 and 3. This does not match the progress seen in lessons and students' work which is acceptable in Cycles 1, 2 and 3, and weak in KG.• The school's internal assessments show good attainment in KG, outstanding in Cycles 1, 2 and 3. The results of Cycle 1, 2 and 3 students in the external IBT tests were acceptable. This broadly matches the levels of attainment observed in lessons and in students' books.• Children in KG learn letters and sounds. They learn to write letters in both upper and lower case. A minority of children are able to communicate their needs, talk to friends during free play and share their learning with the class in short sentences. Basic understanding of letters and sounds is less developed. In Cycle 1, students are not yet confident in using extended sentences and presenting their learning in any detail. In Cycles 2 and 3, students are becoming more confident in asking questions and taking part in group discussions and debates. This is stronger in higher grades, where a vigorous debate took place about the sports played in the UAE, and which were the most popular. Children develop acceptable listening skills in KG. They follow simple instructions and get to know the classroom routines quickly. Progress continues at an acceptable rate through Cycle 1 and by end of Cycle 2 students listen carefully and develop writing and simple note-taking skills. Reading skills develop well in Cycle 2 and 3. The more able students are not presented with sufficiently challenging texts. As a result, higher-level reading skills, such as prediction and inference, are less developed. Students show good creative writing skills in the upper grades in Cycle 2 and 3. By the end of Cycle 3, they use accurate spellings, and grammar and write fluently.• Most groups of students make the expected progress overall except for the gifted and talented (G&T) who are not identified in any of the planning.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students speaking and listening skills in the upper grades in Cycle 2 and 3• Students' reading and presentation skills in Cycle 3.	<ul style="list-style-type: none">• Children's phonic awareness in KG.• The level of challenge in the reading materials provided for higher attaining students in Cycles 2 and 3.



Mathematics	<ul style="list-style-type: none">Students' achievement in mathematics is acceptable overall. In lessons and in their work, most children in KG and students in Cycles, 2 and 3 make the expected progress. School data also indicates that children and students make acceptable progress.External IBT results indicate that most students' attainment is in line with national standards. In lessons and in their work, the attainment levels of most children in KG and students in Cycles 1, 2 and 3 are in line with curriculum standards. Internal assessment data shows attainment as outstanding across the school.In KG, most children can count a set of objects and relate them to their corresponding numerals. In Cycle 1, most students can use operations to estimate answers and solve word problems involving money. The application of mathematical concepts in real life is less developed in KG and Cycle 1. By end of Cycle 2, students are able to identify similar polygons and find missing measures of similar triangles. Student's ability to solve problems using more than one strategy is less developed. In Cycles 1 and 2 students' mental arithmetic skills are well developed. In Cycle 3, most students have developed adequate knowledge to simplify radical algebraic expressions by using the product property. In Cycles 2 and 3 students can apply mathematical concepts and knowledge. In Cycle 3 students' ability to solve problems that require reasoning and critical thinking is less developed.No significant difference in progress of groups including students with special educational needs (SEN).	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">The development of children's early mathematics skills in KG.Students' mental arithmetic skills in Cycles 1 and 2.Students' application of mathematical concepts and knowledge in Cycles 2 and 3	<ul style="list-style-type: none">Students' ability to apply basic mathematical concepts in everyday contexts in Cycle 1.Students' ability to solve word problems using more than one strategy in Cycles 1 and 2Solving problems that require reasoning and critical thinking, particularly in Cycle 3.



Science	<ul style="list-style-type: none">Students' achievement in science is acceptable overall. In their lessons and in their work, children in KG and students in Cycles 1, 2 and 3 make acceptable progress.The school's internal assessment data indicates that across the school, the attainment of children and students is outstanding. Students results in the IBT tests were acceptable in Cycles 1 and 2 and good in Cycle 3. In lessons and in their work, the attainment of most children and students is in line with curriculum expectations.In lessons, most children make the expected progress in KG, where they can describe push and pull as types of forces. In Cycle 1, students can explain how the conditions that lead to the four seasons happen. They use simple measuring tools in the laboratory. Although progress is acceptable overall, it is more evident in the upper grades where most students develop their research and analytical skills to compare cellular respiration. In KG and across the cycles the ability to explore scientific concepts through practical activities is limited, as is students' understanding and use of the scientific method. In Cycle 3, most students show features of critical thinking skills in the analysis of the functions of the nerve cells found in the human retina. Students' ability to link their learning in science to other subjects and everyday life is less developed across the school.There are no significant differences in the progress of different groups in KG and Cycle 1. In Cycles 2 and 3, girls make better progress than boys. Students with SEN make the expected progress from their starting points.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Childrens' ability to describe the push and pull as forces in KG.Students' ability to explain cellular respiration, and comparisons of the structure and main functions of nerve cells in the human retina in Cycle 3.	<ul style="list-style-type: none">Students' skills in exploring scientific concepts through practical activities and investigations across the school.Students' understanding and application of the scientific methods in all cycles.Students' application of their scientific knowledge to everyday situations across the school.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. Internal assessments indicate good progress in physical education (PE) and design and technology. In lessons and in students' work most students make the expected progress in design and technology, and good progress in PE. There is no internal data for drama and art. Progress in drama lessons in upper Cycle 1 and Cycle 2 is good. Progress in art is weak, with students receiving limited opportunities to explore a range of materials to develop their own creative ideas.• There is no external data for other subjects. In lessons and their work, students' attainment is acceptable overall. Most students attain the curriculum standards, with students attaining above the standards in PE and drama.• In drama students benefit from dedicated and enthusiastic teaching. In Grade 7, boys perform a short scene demonstrating the impact social media can have on an individual's mental health. In Grade 6, girls act out a compelling silent drama tackling the issues of bullying and the acceptance of others. This is less evident in KG and Cycle 3. In art, most students explore the theory of art with few opportunities to develop their creative and imaginative skills. In design and technology students explore the working of robotics and the use of robots and advanced technology in the UAE. In PE most students develop good skills. Children in KG develop physical skills through a variety of outdoor activities including riding bicycles and jumping in hoops. Older students enjoy participating in friendly sporting competitions, and show good coordination, agility and physical prowess in activities such as football and volleyball. Restricted space inhibits the provision of a wider range of physical activities.• Overall, all groups of students make acceptable progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to share and express their thoughts in drama in Cycle 2.• Students' physical skills and agility across the school.	<ul style="list-style-type: none">• Students' ability to be creative and use their imaginative skills in art in all cycles.• Students' engagement in drama activities in in KG and Cycle 3.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are acceptable overall. Their independent learning skills are better in the top end of Cycle 2 and in Cycle 3. Overall students have positive attitudes and enjoy learning. When given the opportunity students work productively in small groups to develop and share ideas. In the upper grades in Cycle 2 and in Cycle 3, students are confident speakers and present and talk about their learning in both English and Arabic.• In science most students use IT to explore topics of interest. Students make connections between subjects and with real-life experiences in English and social studies, where for example, students discuss in detail the link between health, diet and physical exercise. These links are less developed in mathematics and science.• Most students in Cycles 2 and 3 can find things out for themselves using the internet. In Cycle 3 for example students use tablets to investigate the benefit of different fruits and their nutritional values for the body and physical health.• There is some opportunity for students to use learning technologies to develop research skills in lessons. Critical thinking and problem-solving skills are less developed in lessons.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to link learning to real life in English and social studies in particular, in all phases.• Students' positive attitudes and enjoyment of learning across all phases.	<ul style="list-style-type: none">• Students' independent learning skills, especially in KG and Cycle 1.• Students' critical thinking and problem-solving skills.



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

- Students demonstrate age appropriate responsible and positive attitudes. They are developing self-reliance, particularly in Cycle 2, through school activities such as leading the morning assemblies, being members of the students' council, health and safety and the school police teams.
- Students are well behaved. They show respect for each other and for members of staff. They understand and follow the school rules particularly during break time and at dismissal time. Bullying is rare. Positive relationships enable students to develop sensitivity towards the needs of others. They celebrate and honour their teachers, for example on Teacher's Day and support one another when participating in competitions.
- Students understand the importance of healthy eating and of participation in sporting and other recreational activities. Not all students make healthy food choices.
- Students attend school regularly and arrive to lessons on time. The attendance rate is good at 94.4%.

Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
------------------------------------------------------------------------------------	-------------	-------------	-------------	-------------

- Students demonstrate a clear understanding of Islamic values and contemporary life in the UAE, as observed in the celebration of Haq Al Lialah. They understand and are able to apply Islamic etiquettes when greeting the visitors. They also link the concept of forgiveness with Islamic values.
- Students demonstrate respect and appreciation of the UAE traditions and heritage. They are very knowledgeable and respectful of Emirati culture. Students have a heritage corner at school, and wall displays created by students reflect their knowledge of UAE society. Students celebrate with joy and pride at all national events.
- Students are very respectful of their own and other world cultures. They participate in a range of events to deepen their understanding of other cultures on Culture Day and International Day. They are able to discuss a range of regional cultures.



Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Students demonstrate an emerging sense of social responsibility and leadership skills. They participate in several community activities, for example, in contributing to the Red Crescent and in helping to support student discipline.• Students enjoy participating in projects, such as the Plant it Yourself' project and participate in competitions such as the special education needs and disabled students (SEND) Expo in the 'promising inventors' category. In Cycle 2, students demonstrate creative work through their dramatic performances. A small number of students, mainly in Cycle 2, initiate their own projects. Students demonstrate an understanding of the importance of environmental issues. They take part in the school's recycling projects. They design and produce learning aids for different topics, such as the solar system. Students' innovation, enterprise and entrepreneurial skills are underdeveloped.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' behaviour and understanding and appreciation of Islamic values and Emirati culture.• Students' community involvement and participation in volunteering to support the less fortunate.• Students understanding of the needs and differences of others.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' healthy eating habits.• Students' innovative and entrepreneurial skills				



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	Acceptable

- Teaching is acceptable in KG and across all school cycles. Teachers have secure subject knowledge and can share this at an adequate level with students. There is inconsistency in the effectiveness of lesson planning and the use of time and resources to support learning.
- In most lessons teachers engage students learning through activities that are sometimes linked to other subjects, for example, in a Grade 2 Arabic lesson, the content of a reading comprehension activity to Islamic Education. In a Grade 7 English lesson, students construct extended sentences to explain the benefits of healthy eating and exercise. In Cycle 3, students linked their learning about space with the achievements of the UAE. Teachers' expectations of what students can achieve are not high enough.
- Learning activities are not always sufficiently well planned to match the range of students' needs and abilities. As a result, more able students are not given sufficient challenge to enable them to make the progress they should. The few students with SEN are supported adequately.
- Teaching to develop innovation and independent learning skills is less developed. Some opportunities are provided in drama I, but this is not a consistent feature of teaching and learning in all subjects and cycles.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable
------------	------------	------------	------------	------------

- Internal assessment processes are not always coherent and do not always provide reliable measures of students' attainment and progress. The school uses external IBT tests to benchmark students' performance.
- Assessment information is not always used effectively to plan learning activities that meet the range of students' abilities and needs. Diagnostic tests are administered times a year to monitor students' progress and identify any gaps in their knowledge, understanding and skills.
- Teachers' use of assessment to influence what is taught next is inconsistent. In the successful lessons, mostly in upper Cycle 2 and in Cycle 3, there are differently levelled tasks for different abilities. There are many lessons where students are all engaged on the same level of work. The identification and support for gifted and talented (G&T) students is limited. The quality of teachers' marking does provide enough guidance on the standards of students' work and what they must do to improve.

Areas of Strength:

- Teachers' knowledge of their subjects and the positive interactions with students.



- The linking of learning to other subjects in the most successful lessons.

Areas for Improvement:

- Teachers' expectations of what students can achieve.
- The use of assessment data to inform lesson planning and ensuring the level of work is matched to students' needs and abilities.
- The provision of constructive feedback to students through teachers' marking of their work.



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 overall quality of the curriculum is acceptable. It is slightly better in Cycles 2 and 3. It meets the statutory requirements. The curriculum is reasonably broad and balanced. There is a greater emphasis on the transmission of knowledge than the development of skills.
- The curriculum meets the needs of a large majority of the students including those with SEN. Curriculum review and development planning are carried out at whole school and departmental levels to ensure continuity and progression in students' learning. The curriculum builds on prior learning and is planned to meet most students' needs.
- Extra-curricula options are narrow, with few opportunities for students to make choices. There are no subject choices as there are only two classes in Cycle 3. Cross-curricular links are planned and integrated into lessons. In KG, children have recently started following the Federal Agency for Early Education (FAEE) curriculum which has recently been introduced to promote cross-curricular learning.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
------------------------------	-------------------	-------------------	-------------------	-------------------

- The school has adapted the MoE curriculum sufficiently to meet students' needs. Assessment data and evaluation and monitoring outcomes are used to identify what needs to be revisited or taught next. This is not consistent across all subjects and cycles. There are few extra-curricular activities to enrich the curriculum.
- There are limited opportunities for students to develop enterprise, innovation, and creativity.
- The curriculum supports students' knowledge and understanding of Emirati culture and UAE society well. In Grade 6, for example, students learn about Sheikh Zayed and his important role in the nation's development. Their progress is enhanced when they make links with other subjects and real-life experiences.

Areas of Strength:

- The development of students' knowledge and understanding of Emariti culture and UAE society.
- Cross-curricula links between subjects.



Areas for Improvement:

- The balance between the transmission of knowledge and the development of skills. Consolidation of the recently introduced FAEE curriculum in KG.
- The range of extra-curricular activities.



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection /safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The school has effective procedures to ensure the care, protection, and safeguarding of students. The policies and procedures are understood by all staff and parents. Internet safety and antibullying are promoted through assemblies and students feel confident to approach staff if they have any concerns. The school maintain records of any incidents, and of staff and visitors.Students are effectively supervised during the day and when on the school buses. Procedures in relation to the supervision of students on arrival are not fully effective. The maintenance of buildings and equipment are generally adequate. All health and safety checks are in place.The school promotes healthy living through assemblies, and displays, with contributions from the PE and medical staff. Students are encouraged to participate in health awareness competitions. Appropriate measures are in place to protect students from the sun, with shades in KG and in the boys' and girls' assembly areas.				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">Relationships are positive and mutual respect is evident between students and teachers. Students' behaviour is successfully managed. The behaviour policy is shared across the school and embedded within the school culture.The school has an effective system for promoting attendance and punctuality. Records are maintained and monitored. Follow up action and communication with parents ensure effective and efficient implementation of school procedures. The school uses incentives and a reward system to reduce lateness to school and promote good attendance.Procedures are in place to ensure the provision provides an inclusive environment. The school is committed to supporting students with SEN including a specialist teacher, with support from the school's social workers who effectively manage inclusion.Individual education plans (IEPs) are shared with teachers to ensure there is necessary support. The modifications are made to accommodate the needs of students with SEN enable them to make acceptable progress. Higher achievers and G&T students are not sufficiently challenged.The school is committed to ensuring students' health and wellbeing. Students feel confident sharing their physical and mental health concerns with appropriate members of staff.				
Areas of Strength:				
<ul style="list-style-type: none">The positive relationships between staff and students				



- Support for students with SEN

Areas for Improvement:

- Rigorous supervision of students on arrival at the start of the day
- The level of challenge for higher achievers and G&T.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall

Indicators:

The effectiveness of leadership

Acceptable

- Overall, the quality of the leadership in the school is acceptable. Most leaders, including the principal, set a vision and a clear strategic direction. Improvement initiatives have started to impact on student outcomes, despite restrictions within the premises and financial constraints. In KG, children are now reaching an acceptable level of achievement in science and mathematics and students in Cycle 2 are making good progress in social studies.
- Relationships and morale through the school are good and communication is professional and effective. Most staff have a clear understanding of their roles and responsibilities. Leaders appreciate the benefits of external evaluations and manage the outcomes of the processes effectively. They understand that improvement initiative need time to have an impact and they are committed to raising standards in all areas of the school's performance. Leaders ensure the school is compliant with statutory requirements.

Self-evaluation and improvement planning

Acceptable

- The school's self-evaluation includes the views of parents and students and provides a generally realistic picture of strengths and areas to improve. School assessment data is not yet fully aligned with students' outcomes seen in lessons and, as a result, the schools own judgments in some subjects are overgenerous. Middle leaders monitor performance in their subject areas and appreciate the benefits from external evaluations and support. School improvement planning contains appropriate and achievable goals, aligned to the recommendations in the previous review. This is contributing to improvements in, for example, the beginnings of a play-based approach to learning evident in KG where children's achievement and personal and social development has improved. The school has made broadly acceptable progress in tackling most of the recommendations contained in the previous review.

Partnerships with parents and the community

Good

- Parents have positive views of their relationships with the school and especially the principal, who is always available to listen to their views. The Parent Teacher Association (PTA) s actively involved in school life, for example the organisation of Sharjah safari and helpful



<p>informative sessions on Braille to support students' understanding of visual impairment. Parents receive regular digital reports about their children's learning and find the teachers readily available if they have any queries.</p> <ul style="list-style-type: none">• Links with local schools and partners have contributed to the promotion of community involvement and ensures students can participate in sporting competitions and charitable events. There are no international partnerships to support learning.	
Governance	Acceptable
<ul style="list-style-type: none">• Although the governing board is relatively new, they are fully aware of the school's key priorities and challenges. Governors meet regularly and take responsibility for decision making at the strategic level and monitor the school's performance. The board is well structured and includes representatives from the staff and the wider community. Plans are in place to include parental representation. Building constraints impact on the ability to enrol more students and have an adverse effect the school's finance. The school building and facilities have many limitations. The governors have contingency plans in place and are looking to relocate in the near future.	
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none">• Most aspects of the day-to-day management of the school are well-organised. The school is adequately staffed, and most teachers are well-qualified. Staff professional development provided does not have a sharp enough focus on raising attainment. Outdoor space, although restricted, is used effectively. Learning resources are insufficient in some subjects such as art, and the full implementation of a rich KG experience is restricted, because of too few resources for independent learning. The classrooms are small for the number of students. There is a lack for space for facilities such as a library, and the theatre is used as a multi-function hall.	
Areas of Strength:	
<ul style="list-style-type: none">• The positive morale of staff across the school.• Effective partnerships with parents and the community	
Areas for Improvement:	
<ul style="list-style-type: none">• The capacity of middle leadership to improve their subject areas.• The provision of adequate resources to support teaching and learning.• Ongoing professional training for teachers focused on raising students' achievement	



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has a total of 12 Arabic teachers with a teacher-student ratio of 1:44.
- The school has approximately 186 Arabic library books comprising 111 fiction and 75 non-fiction books.
- Students are encouraged by their Arabic teachers to go to the library to read. A weekly period is scheduled for every grade level to visit the library once a week. Students have access to the library during break times. The school has introduced a mobile library for Cycle 2 to use inside and outside the classroom.
- School holds internal reading competitions and is planning to participate in external reading competitions like The Reading Challenge.

The school's use of external benchmarking data

- The school is compliant with SPEA requirements.
- 91% of students take the IBT international test in English, mathematics and science.
- The school provides laptops for students, and a set of previous IBT test papers for practice. In Cycle 3 science lessons, teachers are using the IBT questions as part of their assessment of students.
- Test results are shared with students through a report and during lessons.
- Test results are shared with parents through a digital report and as part of parent consultations.

Provision for KG

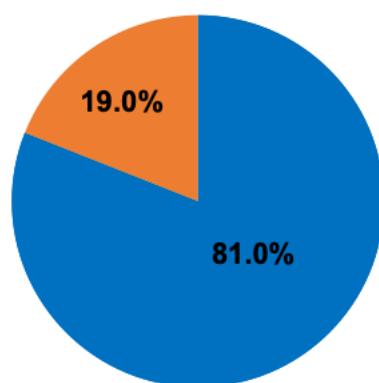
- The school currently has 3 KG classes, 3 full-time teachers and 1 teacher for English with 1 assistant. The adult to child ratio is 1:16
- Classrooms are suitably sized, and there are currently no identified learning areas and resources are limited. The available resources are used appropriately to support learning.
- Children have daily access to a shaded outdoor area directly from their classrooms. The area is covered in artificial grass and supports children's physical skills, containing slides, swings and a table and chairs for sitting and relaxing. There is a selection of age-appropriate toys for play activities. There is no internal play area.
- Induction procedures are in place. Orientation sessions are provided for new children and parents. Parents are informed about their children's daily activities and academic performance through social media. Children participate in graduation celebrations. Transition arrangements into Grade 1 are not yet fully developed.



VIEWS OF PARENTS

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

No. of Responses = 211



■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in the core subjects by providing:
 - better equipped science laboratories.
 - a wider range of resources in KG to support imaginative play.
 - more challenging English reading materials.
 - more opportunities to develop students' English speaking and listening skills and an effective phonic teaching programme in KG.
 - opportunities for students to use and apply their mathematics knowledge in everyday life situations.
 - more opportunities for students to solve problems and to think critically in mathematics.
- Improve the quality of teaching and the use of assessment data by providing training:
 - for all leaders so that they can evaluate the quality of teaching accurately, through its impact on students' attainment.
 - for teachers in KG on the implementation of the new curriculum.
 - on the use of assessment data to inform lesson planning and personalise students' learning.



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.