



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

AI BAYAN NATIONAL SCHOOL
3rd to 6th February 2025

Overall
Effectiveness
Rating:
ACCEPTABLE

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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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

Judgements



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

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

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

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



SCHOOL INFORMATION

School	School ID	204
	School location	Al Hazana, Sharjah
	Establishment date	2014
	Language of instruction	Arabic
	School Curriculum	MoE
	Accreditation body	-
	Examination Board	MoE
	External Assessments International and Curriculum Benchmark Assessments	International Benchmark Tests (IBT) Trends in Mathematics and Science Study (TIMSS) Tests in Arabic Language Arts (TALA) Mubakkir
	Fee Range	AED 5,500 to AED 9,200
Staff	Acting Principal	Salaw Elsyed Issa
	Chair of board of governors	Shaikha Alia Faisal Khalid Mohammad Al Qasmi
	Total number of teachers	48
	Total number of teaching assistants	2
	Turnover rate	52%
Students	Teacher: student ratio	1: 15
	Total number of students	697
	Total number of students per cycle	KG: 193 Cycle 1: 340 Cycle 2: 146 Cycle 3: 18
	Pre-KG: number and gender KG: number and gender	Boys: 0 Girls: 0 Boys: 83 Girls: 110
	Cycle 1: number and gender	Boys: 146 Girls: 194
	Cycle 2: number and gender	Boys: 0 Girls: 146
	Cycle 3: number and gender	Boys: 0 Girls: 18
	Total number of Emirati students	2
	Pre-KG: Emirati number and gender	Boys: 0 Girls: 0 Boys: 0 Girls: 1

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	KG: Emirati number and gender	
	Cycle 1: Emirati number and gender	Boys: 0 Girls: 0
	Cycle 2: Emirati number and gender	Boys: 0 Girls: 0
	Cycle 3: Emirati number and gender	Boys: 0 Girls: 1
	Nationality groups (largest first)	1. Sudanese 2. Syrian
	Total number of students with special educational needs	12



PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 133 lesson observations, 43 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the same as at the previous review. Students' achievement is acceptable in all subjects overall. Their progress is in line with curriculum expectations except for high-attaining students where it is below expectations. Students' attainment in Cycle 3 English remains weak. Students' personal and social development is a strength with students demonstrating good behaviour and clear appreciation of Islamic and UAE values. Teaching and assessment remain acceptable overall. The teaching is not consistently matched to the needs of all groups of students and their critical-thinking skills are not sufficiently promoted. The curriculum is broad although it is insufficiently modified for all learners. Students' care and support are weak particularly for students with special educational needs (SEN) and Gifted and Talented (G&T) students. Day-to-day management is effective. High staff turnover and limitations to governance are barriers to leaderships' capacity for further improvement.

KEY AREAS OF STRENGTH:

- Students' personal and social development.
- Students' awareness of Islamic values and Emirati culture.
- Students' engagement in the morning assemblies.
- The daily management of the school.

KEY AREAS FOR IMPROVEMENT:

- Governance that is representative of all stakeholders to hold the school to account for substantial improvements, including the appointment of a permanent principal and stable leadership at all levels.
- The capacity of leaders at all levels to drive improvements to students' achievement in their subjects throughout the school.
- The quality of teaching, learning, assessment, and curriculum adaptation to ensure that all students, particularly higher attaining students, reach their full potential.

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- The care and support for the needs of all students, including the identification of those with SEN and G&T 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	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	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

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Islamic Education

- Students' achievement in Islamic education is acceptable across the school. Lesson observations and students' work show that most students make expected progress over time in all cycles, including KG. This does not match the school judgement which states that students' progress across the school is good.
- There are no externally benchmarked assessments in Islamic education. Internal assessment data indicates outstanding attainment in KG, Cycles 1, 2 and acceptable attainment in Cycle 3. This does not match with that is seen in lesson observations and students' work where most students attain in line with curriculum expectations.
- In KG, children understand the basics of Islamic manners and values and the importance of Islamic worship and practicing Islamic behaviour. In Cycle 1, students understand and explain the five pillars of Islam and understand the oneness of Allah (SWT). Students' knowledge and practice of the rules of worship is underdeveloped. In Cycle 2, students demonstrate an appropriate understanding of Islamic etiquettes as they draw from the values of good deeds and the believers' faith and ethics from the Seerah of the Prophet Muhammad (PBUH). Their understanding of how to back their opinions with evidence from the Holy Qur'an and the Noble Hadeeth is less developed. In Cycle 3, students understand the importance of safety in Islam. Their successful application of Tajweed rules are limited.
- The progress of all groups of students is acceptable overall. Higher attaining students are not challenged to achieve their full potential.

Areas of Strength

- Students' understanding of Islamic manners, values, and etiquettes, applying them through faith-based principles across all cycles.
- Students' understanding of basic Islamic education concepts throughout the school.

Areas for Improvement

- Students' use of evidence from the Holy Qur'an and the Noble Hadeeth to support their opinions in Cycle 2.
- Students' successful application of the Tajweed rules in Cycle 3.
- Higher-attaining students challenges in lessons to reach their full potential throughout school.



Arabic

- Students' achievement in Arabic as a First Language (AFL) is acceptable overall. The school's internal data shows that children in KG and students in Cycle 1 make outstanding progress while students make acceptable progress in Cycle 2 and good in Cycle 3. This does not match with what is seen in lessons and students' work in KG, Cycle 1, Cycle 2 and Cycle 3 where most children and students make expected progress over time.
- The school internal data shows that attainment is outstanding in KG and Cycle 1, while good in Cycle 3 and acceptable in Cycle 2. The IBT examination results indicate weak attainment in Cycles 1, 2 and 3. In lessons and students' work most students across KG and all other cycles attain in line with curriculum standards.
- In KG most children can recognise Arabic letters and write them correctly. They can match the words to pictures and shapes such as the 4 seasons. In Cycle 1, most students can read a story and identify verbs and analyse the elements of the story. In Cycle 2, most students apply grammar rules and identify the explicit and implicit meaning of literary texts. In Cycle 3 most students identify the concepts of charisma and apply its strategies and main traits using the correct grammar. Their extended writing using accurate literary devices and enriched vocabulary is underdeveloped. Across the cycles, listening and reading are relatively stronger skills than speaking and writing. Students' ability to read aloud fluently is an underdeveloped skill throughout the school.
- Overall, most groups of students make similar rates of progress.

Areas of Strength

- Children's recognition of Arabic letters in KG.
- Students' reading of a story and identification of verbs in Cycle 1 and grammar skills in Cycle 2.

Areas for Improvement

- Students' extended writing using rich vocabulary in Cycle 3
- Students' skills to speak confidently in standard Arabic when providing extended answers throughout the school.
- Students' ability to read aloud fluently throughout the school.



Social Studies

- Students' achievement in social studies is acceptable across the school. In lessons and in their work, most students make the expected progress over time across all cycles. This does not match the school's internal data, which shows outstanding progress in KG, Cycles 1 and 3 and good progress in Cycle 2.
- The school's internal data shows that attainment is good overall. This does not match with that seen in lessons and in students' work which shows that most students attain in line with curriculum expectations.
- In KG, most children can identify basic human needs such as food, water, shelter, clothing, safety, and protection. They begin to recognise how these needs relate to their daily lives. In Cycle 1, students demonstrate an understanding of H.H. Sheikh Zayed bin Sultan Al Nahyan's (RIP) contributions to the UAE's development, identifying key historical events and their impact on the country's progress. They can also provide examples of UAE culture, traditions, and heritage. In Cycle 2, students grasp the differences between civilisation and identity, linking good citizenship to volunteering, environmental responsibility and community service. In Cycle 3, students recognise the UAE leaders' efforts in national development and understand their role in Arab unity and cooperation. Students' knowledge of current UAE challenges, global influences, and contemporary issues that shape the next stage of development are underdeveloped across all cycles.
- Most groups of students make expected progress. Girls make better progress than boys in Cycle 1. Throughout school, high-attaining students are not always challenged sufficiently to reach their full potential.

Areas of Strength

- Students' understanding of key historical and cultural aspects, including H.H. Sheikh Zayed bin Sultan Al Nahyan's (RIP) contributions, and the country rulers to the UAE development in Cycle 1.
- Students' understanding of the contribution of Islamic and Arab civilisation to the world in Cycle 2.

Areas for Improvement

- Students' ability to understand current UAE challenges and contemporary issues in Cycle 3.
- Students' ability to apply social studies concepts to real-world scenarios in all cycles.
- Students' who are high-attaining challenge in lessons to reach their full potential and make greater progress in all cycles.



English

- Students' achievement in English is acceptable overall. Internal data indicates good progress. This does not align with lesson observations and students' work, where most students make expected progress over time.
- Internal assessments show students' good achievement across all cycles including KG. This does not match with what is seen in lessons and students' work, where most students attain in line with curriculum standards. External IBT data indicates weak attainment.
- In KG, children develop phonics skills and alphabet knowledge and use it for simple reading and writing. In Cycle 1, students apply spelling and vocabulary in writing yet do not engage in extended tasks. Discussion skills in Cycles 1 and 2 remain limited. Speaking skills improve from KG and are more evident in Cycle 3, where students present ideas confidently. In Cycle 2, listening and reading skills are stronger than speaking skills and extended writing. Short sentence use persists with inaccurate spelling, grammar, and punctuation. In Cycle 3, students analyse texts, recognising differences and vocabulary. They struggle with extended writing and grammar application. Reading fluency in Cycles 1 and 2 and comprehension in Cycle 3 are less developed. While most students in Cycle 3 speak confidently, they face challenges in using complex sentence structures in writing.
- Overall, girls make better progress than boys. Most groups progress at similar rates. Higher-attaining students are not sufficiently challenged to reach their full potential.

Areas of Strength

- Children's and students' understanding and application of letters and sounds in KG and Cycle 1.
- Students' collaboration and discussion skills in Cycle 3.

Areas for Improvement

- Students' speaking skills across all cycles.
- Students' extended writing skills, including the correct use of grammar throughout the school.
- Students' reading skills across all cycles and text synthesis and analysis in Cycle 3.



Mathematics

- Students' achievement in mathematics is acceptable overall. Internal assessment data indicates students' good progress. This does not match with what is seen in lessons and students' work where most students make expected progress over time throughout the school. is acceptable.
- Internal assessment data indicates students' good attainment in KG and all cycles. This is not always reflected in lessons and students' work, where most students attain in line with curriculum standards. External IBT data shows weak attainment. TIMSS 2023 results for Grades 4 and 8 indicate attainment above the TIMSS average.
- In KG, children develop foundational number skills. They can recognise and count numbers. They struggle with number writing. Their mathematical thinking is developing, though some children are less confident to share their reasoning. In Cycle 1, students make steady progress in mathematics. They are less confident with multiplication. Problem-solving and critical thinking skills are inconsistent. In Cycle 2, students solve algebraic and linear expressions although they lack confidence in unfamiliar contexts. In Cycle 3, most students can simplify equations and radical expressions. They struggle with multi-step problem-solving. Students' inquiry skills are underdeveloped across all cycles as is their application of skills to real-life situations.
- Overall, most groups of students make similar rates of progress.

Areas of Strength

- Children's foundational number skills, counting and recognising numbers in KG.
- Students' skills in simplifying equations and radical expressions in Cycle 3.

Areas for Improvement

- Students' use of hands-on activities to reinforce mathematical thinking and number writing throughout the school.
- Students' problem-solving and reasoning skills across all cycles.
- Students' application of mathematical concepts more confidently in real-life contexts across all cycles.



Science

- Students' achievement in science is acceptable overall. Most students make expected progress over time in lessons and their work. Internal data aligns with this in Cycles 2 and 3, though not for KG and Cycle 1, where internal assessment indicates that progress is very good.
- Internal data indicates outstanding attainment in KG and Cycle 1, good in Cycle 2, and acceptable in Cycle 3. This does not align with what is seen in lessons and in their work, where most students attain in line with curriculum standards across all phases. IBT data for Grades 3-9 indicates attainment below expectations, while TIMSS 2023 results for Grades 4 and 8 are above the TIMSS average.
- In KG, children can name plant parts and learn scientific terms and still have limited practical application skills. In Cycle 1, they explore survival needs and study states of matter. Their reasoning and problem-solving skills are underdeveloped. In Cycle 2, students can investigate mixtures and fish structures. In Cycle 3, they study the nervous system and projectile motion. Across the school, investigative, inquiry and practical skills are limited. Some students in Cycles 1,2 and 3 have gaps in their knowledge of scientific concepts. Across all cycles, students can apply science concepts to the environment.
- Most student groups make similar rates of progress. High-attaining and G&T students lack access to highly challenging tasks to accelerate the progress they make.

Areas of Strength

- Students' appropriate use of scientific terminology across the school.
- Children's and students' effective application of science concepts to the environment across all cycles.

Areas for Improvement

- Students' reasoning and problem-solving skills in Cycle 1.
- Children's and students' investigative, practical and independent inquiry skills across the school
- Students' ability to demonstrate deep understanding of scientific concepts in Cycles 1, 2 and 3.



Other subjects

- Students' achievement in other subjects is acceptable overall. Most students make acceptable progress over time in lessons and their work across KG and all cycles.
- Internal assessment data indicates most students attain above curriculum expectations. This does not match with what is seen in lessons and students' work where most students attain in line with curriculum expectations. There is no external assessment data for other subjects.
- In art in KG, children explore their creativity through drawing and painting although limited materials restrict experimentation. In Cycle 1, physical education (PE), activities such as running and balancing refine coordination and agility. In Cycle 2 basketball, students develop ball control and improve passing accuracy. The limited equipment available limits their skills development. In Cycle 2 drama, students enhance creativity and expression through role-playing and improvisation. In Cycle 3 design, creativity, computing, and innovation, students configure network settings, troubleshoot connectivity issues and explore cybersecurity. Their hands-on networking practices and cybersecurity understanding are weak. Across all subjects, students understand core knowledge and concepts. They do not often have the depth of understanding to apply this learning to real-life and problem-solving situations.
- All groups of students make similar rates of progress except higher attaining who do not make the progress of which they are capable.

Areas of Strength

- Students' creativity and imagination through various activities in art and drama in Cycles 1 and 2.
- Students' involvement in PE that enhances coordination, agility, and teamwork skills in Cycle 2.

Areas for Improvement

- Students' creative exploration through a breadth of materials and resources across all subjects and cycles.
- Students' practical understanding of networking and cybersecurity concepts in Cycle 3.
- Students' depth of understanding to apply this learning to real-life and problem-solving situations throughout the school.



Learning Skills

- Students' learning skills are acceptable in all cycles. They engage positively in lessons although rarely take responsibility for their own learning. In the best lessons, they work independently when given the opportunity, though this remains inconsistent. Most students show enthusiasm for learning yet often wait for their teacher's guidance rather than taking the initiative.
- Teacher and student interaction is evident, yet student-to-student collaboration is limited despite group work. Discussions are often teacher-led, with students providing brief responses rather than engaging in deeper dialogue. This is particularly evident in English where vocabulary gaps hinder students' ability to express themselves fluently.
- Students apply their learning to real-life situations inconsistently across subjects with the strongest connections observed in science and Islamic education. Interdisciplinary learning is not widely embedded, and students miss opportunities to transfer knowledge across subjects.
- The use of technology for learning and research is limited. Digital tools are integrated into only a few lessons. This restricts opportunities for students' independent learning and critical thinking. Teacher-led instruction dominates most lessons. This reduces students' ability to engage in self-directed exploration, problem-solving, and innovation.

Areas of Strength

- Students' interest in learning and their positive attitudes throughout the school.
- Students' ability to apply their knowledge to real life contexts in science and Islamic education in all cycles.

Areas for Improvement

- Students' communication and collaboration through clear expression, discussions, and teamwork in all subjects and cycles.
- Students' use of technology for inquiry-based learning, independent research, and developing independent learning skills throughout the school.
- Students' critical thinking, problem-solving and innovation skills, enhancing their ability to analyse, evaluate, and develop creative solutions in all cycles.



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">Students' personal development is good overall across the school. Children and students have positive attitudes toward learning. In KG, children behave well in lessons and move in an orderly manner around the school. They understand the importance of sharing resources fairly and taking turns. In Cycle 1, a minority of boys do not always follow the school's behaviour rules. Incidents of bullying are promptly addressed by the school when they occur.Students have courteous relationships with their teachers and peers. They are sensitive to the needs of students with SEN and offer a helping hand to those who are new to the school. Students come from different cultures and get on very well with each other.Students demonstrate general understanding of safe and healthy living. They sometimes make poor choices about their own health and safety. Students participate in physical activities in school and sports competitions such as basketball, volleyball and badminton tournaments with other schools. In KG, children enjoy outdoor play activities, learn to climb play equipment safely, and understand the importance of washing their hands before eating and staying hydrated by drinking enough water.Students' attendance is very good at 96%. They arrive at school punctually and attend lessons on time.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">Students across the school appreciate Islamic values, UAE heritage, history. They demonstrate a clear understanding of Islamic values and their influence on life in the UAE. They recognise and uphold the principles of tolerance, respect for others and support for diversity. They actively engage in charitable initiatives that reflect these values within the UAE.				



- Students show a deep respect for and knowledge of UAE heritage and culture, participating in national celebrations such as Flag Day, Martyrs' Day, and National Day. These events help them appreciate the UAE's remarkable progress and transformation over time.
- Students take pride in their culture, demonstrate awareness, and develop a clear understanding of their heritage. The school fosters global awareness through events such as Culture Day and themed morning assemblies although students' understanding of wider world cultures is still developing.

Social responsibility and innovation skills	Good	Good	Good	Acceptable
<ul style="list-style-type: none">• Students actively contribute to school life and the wider community through their involvement in the Student Council, sustainability and volunteering ambassador programs and scouts. They also participate in donation campaigns for the Red Crescent and visit senior citizen homes. Cycle 3 students show limited engagement in social responsibility and volunteering• Most students enjoy work although they do not often use their initiative. A few actively engage in innovative projects such as generating energy from saltwater. A few students explore scientific, technological, engineering and mathematics (STEM) concepts through the Edison robot helping develop their skills in robotics and programming. A small group of students participate in creating hats and bags from recycled materials.• Students demonstrate care for their school and the broader environment by engaging in initiatives to improve their surroundings. Their environmental awareness is evident in their participation in recycling activities, planting greenery within the school and taking part in local beach cleanups. In Cycle 2, in English lessons, students explore sustainable housing for the UAE's desert climate which enhances their awareness of sustainability. Cycle 3 students are less involved in sustainability and environmental conservation activities compared to their peers.				
Areas of Strength:				
<ul style="list-style-type: none">• Children's and students' positive attitude towards learning in all cycles.• Students' appreciation and understanding of Islamic values, UAE culture, and heritage throughout the school.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' global cultural awareness and positive social interactions particularly for boys in Cycle 1				



- Students' participation in creativity, innovation, volunteering and social responsibility initiatives particularly in Cycle 3.

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
<ul style="list-style-type: none">The quality of teaching and assessment is acceptable overall. Most teachers demonstrate secure subject knowledge and in the best lessons they understand how students learn. Teaching is often reliant on worksheets, with limited use of effective group work leading to students' occasional disengagement. Lesson plans lack sufficient detail to cater for all students' needs effectively particularly to challenge high attainers. Teachers generally manage time well and utilise the limited practical resources adequately particularly in KG and Cycle 1. In most lessons in Cycles 1 and 2, teachers prepare students for tasks although the overuse of workbooks hinders students' progress and extends the time required to complete activities.In KG and Cycle 3, teachers sometimes employ a variety of questioning techniques to encourage deeper thinking. Productive teacher-student interactions occur in a minority of Cycle 2 and 3 lessons, and they often fail to sustain meaningful dialogue. Teachers do not often correct misunderstandings or develop students' critical thinking skills. In the most effective lessons, teachers respond to students' input to extend learning. They use questioning at different levels and allocate sufficient time for students to complete tasks and improve their own work.Teachers' planning for differentiation and personalised learning for students is insufficient. This prevents them from reaching their full potential.In the most effective lessons, teachers' approaches foster students' critical thinking, problem-solving, and independent learning. These approaches remain inconsistent across subjects and cycles.				
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Internal assessment processes are well-organised and generally align with the MoE curriculum. They do not consistently provide valid and reliable measures of students' progress.				

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The school benchmarks students' academic outcomes against IBT and TALA assessments to compare performance with international standards. External assessment results show significant discrepancies when compared to internal data which is often more generous and does not match outcomes seen in lesson observations and students' work.

- School and subject leaders routinely analyse assessment data though not in sufficient depth to sharply identify school-wide aspects for improvement. Similarly, teachers do not consistently use assessment data to diagnose students' precise learning needs or effectively support those with SEN. In KG, assessments focus mainly on teachers' general observations of children's learning making it difficult to determine individual precise next steps. In Cycles 1, 2 and 3, assessment for learning is not effectively implemented in lessons and students lack access to appropriately differentiated tasks to fully meet their needs.
- Teachers provide minimal verbal feedback within lessons and written marking varies across subjects and phases. Students do not consistently use success criteria to assess peers, track their learning, or improve their own work.

Areas of Strength:

- Students' engagement in learning particularly children in KG.
- The benchmarking of students' academic progress against national and international expectations in Cycle 1, 2 and 3.

Areas for Improvement:

- Teachers' development of critical thinking, problem-solving, innovation and independent learning skills across all cycles.
- Teachers' use of accurate assessment information to plan and teach lessons that meet the needs of all ability groups, particularly the higher attainers across all cycles.
- Teachers' marking and feedback and the involvement of students in assessing and improving their own learning throughout the school.



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
<ul style="list-style-type: none">The school's curriculum rationale aligns with MoE requirements and complies with UAE statutory regulations. It is age-appropriate, broad, and balanced ensuring continuity in students' learning. The curriculum meets the needs of most students overall. The curriculum offers a narrow range of subject choices which limits opportunities for students' personalised development and potential career pathways.Curriculum planning across the school provides some opportunities for students to make meaningful connections between different subjects. Teachers effectively link learning to UAE culture and Islamic values in all subjects. Leaders monitor the curriculum to ensure progression in core subjects. This does not fully consider students' prior knowledge which disadvantages lower-attaining and higher attaining students. The single Grade 9 Advanced pathway restricts the flexibility for students with different abilities and aspirations. There are few opportunities for creativity, innovation and leadership development through the curriculum which impedes students' skills development for their future learning.Some meaningful cross-curricular links are planned in KG. These are not consistently embedded across all cycles. School leaders lack a systematic approach to curriculum review. They have identified writing in English and practical science applications as priorities. The focus on these aspects has yet to positively impact student outcomes by improving the quality of teaching and learning.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The curriculum suitably engages learners across cycles yet is insufficiently modified to meet their specific needs or aspirations. Data-driven modifications for SEN and G&T students are not embedded in planning. Developing a structured process for curriculum modifications and effective implementation across all subjects and phases remains a priority area for improvement.Some opportunities for enterprise, innovation, creativity, and social contribution are offered through a few projects, such as ambassador programs and scouts, although such opportunities				

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are minimal in lessons. The lack of additional curricular time further restricts these opportunities. Enterprise and innovation activities are limited across subjects, reducing students' exposure to real-world applications.

- The curriculum successfully integrates students' knowledge and understanding of Islamic values, Emirati culture, and UAE society. These are well embedded in lesson planning, school assemblies, and subject links. Various subjects incorporate UAE-related content to enhance students' cultural awareness.

Areas of Strength:

- The continuity and progression in learning between Cycles 2 and 3.
- Planned links with Islamic values and Emirati culture across subjects in all cycles.

Areas for Improvement:

- The consistency in the modification of the curriculum to meet the specific needs of all students.
- The measurement and monitoring of the impact on students' achievement of curriculum reviews and subsequent planning across the school.
- Curriculum enrichment through more consistent opportunities for creativity, enterprise and innovation in lessons and extra-curricular activities in all cycles.



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

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

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

- The school implements adequate child protection and safeguarding policies ensuring compliance with statutory requirements. Security measures, such as a closed-circuit television (CCTV) system, are in place across the premises. Most staff, students, and parents are aware of safety policies including cyber-security, anti-bullying measures, and emergency protocols. Newly appointed staff have not yet received comprehensive safeguarding training which affects the consistency of policy implementation. There is insufficient ongoing training to keep all staff's knowledge thorough and current to ensure a secure and proactive safeguarding culture at all times. The school conducts fire drills and evacuation procedures. Risk assessments are not reviewed regularly enough to ensure all potential hazards are addressed effectively.
- School transport safety measures are well established with seat belts, first aid kits, and fire extinguishers available in all buses. A popular parent mobile application provides real-time updates to parents about their child's boarding and departure times, enhancing transparency and safety. The school's medical team ensures that health protocols are followed with medicines stored securely and staff trained in administration procedures. The school does not have a structured emergency response plan for large-scale incidents and monitoring of student medical needs does not fully involve parents and staff.
- The school maintains detailed records on students' health and safety and promotes healthy lifestyles through workshops and digital awareness campaigns. Student engagement in health and well-being initiatives is inconsistent. The canteen provides some healthy food choices although this is not fully established. The school collaborates with the PE department and clinic to monitor Body Mass Index (BMI) levels although targeted intervention programs to address rising obesity rates are underdeveloped. The school does not sufficiently involve parents to have the maximum impact on students' health awareness.



Care and support	Weak	Weak	Weak	Weak
<ul style="list-style-type: none"> Teachers are aware of students' well-being needs although the high turnover of staff affects the development of strong and supportive relationships. Behaviour management policies are inconsistently applied across different phases. While incident reports are recorded, the absence of a structured incident log system limits trend analysis and targeted interventions. Strategies for addressing behavioural issues and conflict resolution remain underdeveloped, leading to inconsistent implementation across the school. Attendance procedures are broadly adequate although they are not fully effective in ensuring regular attendance during examination periods for lower grades. The school's communication with parents regarding absenteeism and punctuality concerns lacks a structured approach. Despite this students' overall attendance is very good Identification procedures for students with SEN and G&T students lack accuracy and consistency. Screening processes do not effectively identify students' individual needs, and Individual Educational Plans (IEP) are not consistently shared with all teachers. Limited differentiation in lessons results in inconsistent progress for SEN students and insufficient challenge for G&T students. Support for SEN and G&T students remains inconsistent. While some SEN students receive individualised assistance, structured interventions are lacking. The dedicated learning support room is not fully used, and enrichment programs for G&T students remain underdeveloped, limiting their academic progress. The monitoring of students' wellbeing and personal development is underdeveloped which affects the quality of support provided. Career guidance for Cycle 3 students is ineffective. There is limited structured advice on academic and career pathways leaving students unprepared for higher education and future careers. 				
Areas of Strength:				
<ul style="list-style-type: none"> The school's safe learning environment through its use of CCTV system, the mobile application, fire drills, and emergency procedures. The school's well established transport safety measures including the real-time updates to parents about their child's boarding and departure times, enhancing transparency and safety. 				
Areas for Improvement:				
<ul style="list-style-type: none"> The comprehensive safeguarding training that ensures consistent implementation of child protection policies, especially for newly appointed staff. Students' engagement in health initiatives with parental involvement and targeted programmes to tackle obesity rates across all cycles. 				

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- The identification and the support of students with SEN and G&T across the school.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

- Leadership effectiveness is impacted by ongoing staff turnover, particularly at the senior and middle leadership levels, affecting stability and the consistent implementation of the school's vision. Despite these challenges, most leaders, including the acting principal, remain committed to UAE national priorities and inclusion. Leaders' sometimes inexperienced of good quality teaching, learning, and assessment creates inconsistencies in curriculum implementation. While communication structures exist, they are not fully effective. Staff turnover rates, though decreasing, remain high at 52% restricting curriculum consistency and school improvement efforts.
- Leaders recognise the need for further improvements though are inconsistent in tackling barriers due to staffing changes. This affects decision-making and the effectiveness of strategic initiatives. The school remains compliant with statutory and regulatory requirements, ensuring adherence to essential policies. Sustained leadership effectiveness is pivotal for long-term progress and improved student outcomes.

Self-evaluation and improvement planning

Acceptable

- The school's self-evaluation and improvement planning are developing. They remain inconsistent overall. The quality assurance committee leads evaluations although the ineffective use of data limits the accuracy of the self-evaluation form (SEF). Leaders do not have a strong enough understanding of the UAE School Inspection Framework to enhance the evaluation process. Teaching and learning are monitored regularly although their impact on student progress is not effectively measured or used to guide strategic decisions. Improvement plans address key priorities although they lack systematic tracking and review throughout the year. Limited progress on previous recommendations affects the school's capacity to achieve sustained improvement.



Partnerships with parents and the community	Acceptable
<ul style="list-style-type: none">The school involves parents in some aspects of their children's learning and school life. The Mothers' Council has 12 members, and they represent the views of a portion of the parents. Parental involvement makes limited contribution to raising standards because of continues changes in the school senior and middle leaders. Communication with parents takes place regularly and mainly with the class teachers. The information is provided regularly although parents have limited access to the school leaders. Parents are informed monthly and termly about their children's learning and development. Parents of students with SEN require further support. Reporting is regular and conveys general comments on students' academic progress and personal and social development.Local school partnerships have improved, and this is fostering student interaction and staff collaboration. National and international links are limited.	
Governance	Weak
<ul style="list-style-type: none">The governing board lacks representation from key stakeholders and pays insufficient attention to their views leading to a limited understanding of the school's needs. Frequent changes in senior and middle leadership hinder accountability, and the absence of a permanent principal weakens governance effectiveness. The board provides limited support in guiding school leadership and plays no active role in self-evaluation or improvement planning. Governance does not ensure adequate staffing or resources to address weaknesses, although statutory requirements are met. The school does not benefit from effective governance.	
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none">The school's daily management is effective ensuring smooth operations and well-organised routines. New teachers and students receive adequate induction support to integrate. While staffing levels are sufficient, high staff turnover affects teaching consistency and the long-term impact of professional development. The premises provide a safe environment, and resources support adequate teaching and learning. Recent additions, including an inclusion room and an art room, enhance learning opportunities. Limitations in specialist facilities and technological infrastructure restrict students' hands-on and interactive learning. This adversely affects students' ability to apply knowledge practically, develop inquiry skills and fully engage in skill-based and experiential learning.	



Areas of Strength:

- School leaders' including the acting principal's commitment to the UAE national priorities and the fostering of an inclusive environment.
- The school's smooth daily management, well-structured routines and induction support for new teachers.

Areas for Improvement:

- The retention of staff, including the employment of a suitably qualified and effective principal.
- Leaders' effectiveness at all levels in raising the quality of teaching, learning and assessment and to refocus on accurate self-evaluation that informs clear and measurable improvement plans to raise academic standards throughout the school.
- The effective of governance that represents all key stakeholders and that has the training and knowledge to hold school leaders to account for the school's performance.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has 7 qualified Arabic language teachers, with a teacher-student ratio of 1:100.
- There is one library serving all grade levels, containing approximately 1,553 Arabic books on various subjects, including 580 fiction and 973 non-fiction titles.
- A digital library Kutubee platform provides access to around 7,000 books for all students. Each class has a designated library period for reading and borrowing books, with borrowing records maintained and updated regularly. Top borrowers are recognised and awarded in special assemblies.
- Students are actively encouraged to join competitions such as the Arab Reading Challenge and the Arabic Literacy Talent Competition fostering a love for Arabic and enhancing their language skills. Parents are encouraged to participate in reading activities.

The school's use of external benchmarking data

- All Grade 3 and Grade 9 students participate in the IBT and the school took part in TIMSS 2023. Additionally, the school assesses students using TALA and Mubakkir, which are designed to evaluate Arabic language proficiency in early learners. However, the school does not currently use other international assessments such as the Programme for International Student Assessment or Progress in International Reading Literacy Study.
- The school prepares students for the IBT exams through targeted lessons in their regular curriculum. Some lessons include critical thinking activities and subject-specific skills, though these remain limited within regular classes.
- Students are provided with the results of benchmark tests electronically.
- Results are communicated directly to parents electronically and through sending certificates, printed results or through social media channels.

Provision for KG

- KG consists of 11 teachers resulting in a teacher-to-child ratio of 1:18. Among them, three teachers are responsible for teaching English. There are no teaching assistants. This year, KG has introduced active learning strategies to enhance children's engagement and participation. KG is managed by an administrative head, while academic coordination is handled by various coordinators based on their subject specialties.
- The indoor provision comprises each class having their own dedicated classroom, although overcrowding limits opportunities for free movement activities. There are no designated learning corners to encourage independent learning, and resources are insufficient to effectively engage all children. Classrooms are equipped with data show projectors, display boards, and additional materials in the indoor activity room although teachers do not fully use

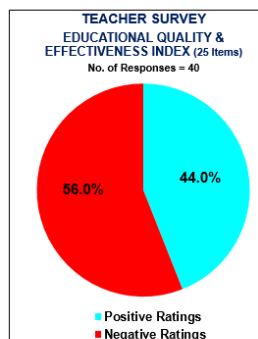
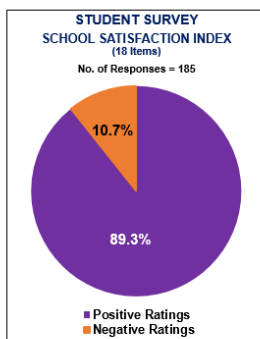
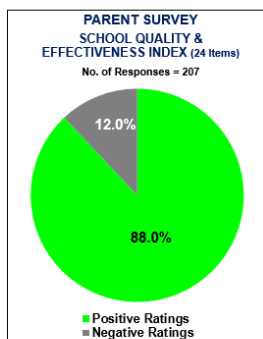


these resources to enhance learning. At the end of the school day, children remain in a designated classroom under the supervision of a duty teacher.

- The outdoor area features age-appropriate play facilities, and physical education classes take place in a space with suitable flooring.
- To facilitate children's transitions, the school arranges activities to help new KG children to adjust to their environment. Additionally, older children take part in a school tour to prepare for their move to Grade 1.



VIEWS OF STAKEHOLDERS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve the governing board's impact on school improvement by:
 - including representation from all key stakeholders to enhance decision-making and accountability.
 - establishing stable and effective leadership through consistent governance and timely appointments.
 - ensuring that resources and budgets are sufficient for effective teaching and learning environment.
 - actively engaging in self-evaluation and improvement planning to drive sustainable progress.
- Improve the school's leadership capacity to enhance students' achievement by:
 - equipping leaders with best practices in teaching, learning, and assessment.
 - implementing clear, measurable improvement plans with regular impact monitoring.
 - enhancing leadership effectiveness through accurate self-evaluation, structured roles and targeted professional development.
- Improve the quality assurance of teaching and learning so that it leads to sustained improvement by:
 - prioritising students' progress in lesson observations and work reviews.



- embedding and sharing best teaching practices to raise overall teaching quality so that students become critical thinkers, problem-solvers and independent learners.
- using data-driven approaches to track and improve student outcomes over time, particularly for the underachievers.
- Improve the support for students with SEN and G&T students by:
 - identifying and addressing students' individual learning needs through precise data analysis.
 - adapting the curriculum to provide appropriately challenging learning opportunities.
 - ensuring consistent implementation of curriculum modifications across all lessons.

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.