



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

AI QEMAH PRIVATE SCHOOL
10 to 13 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

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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	137
	School location	Sharjah / Khorfakkan / Gadesiah
	Establishment date	10/05/2005
	Language of instruction	Arabic
	School Curriculum	Ministry of Education (MoE)
	Accreditation body	MoE
	Examination Board	MoE
	External Assessments International and Curriculum Benchmark Assessments	International Benchmark Test (IBT) Trends in International Mathematics and Science Study (TIMSS) Programme for International Student Assessment (PISA)
Staff	Fee Range	AED 4,840 to AED 7,583
	Principal	Mohammed Saleh Samarah
	Chair of board of governors	Maher Alshamaileh
	Total number of teachers	44
	Total number of teaching assistants	0
Students	Turnover rate	20%
	Teacher: student ratio	1: 16
	Total number of students	690
	Total number of students per cycle/phase	KG: 161 Cycle 1: 241 Cycle 2: 258 Cycle 3: 30
	Pre-KG: number and gender	Boys: 0 Girls: 0
	KG: number and gender	Boys: 88 Girls: 73
	Cycle 1: number and gender	Boys: 97 Girls: 144
	Cycle 2: number and gender	Boys: 163 Girls: 95
	Cycle 3: number and gender	Boys: 19 Girls: 11

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	Total number of Emirati students	85	
	Pre-KG: Emirati number and gender	Boys: 0	Girls: 0
	KG: Emirati number and gender	Boys: 20	Girls:12
	Cycle 1: Emirati number and gender	Boys: 13	Girls: 5
	Cycle 2: Emirati number and gender	Boys: 22	Girls:13
	Cycle 3: Emirati number and gender	Boys: 0	Girls:0
	Nationality groups (largest first)	1. Egyptian	
		2. Syrian	
	Total number of students with special educational needs	8	



PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 123 lesson observations, 35 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 the previous review visit. The overall students' achievement has remained acceptable. Students' achievement in Cycles 2 and 3 has improved and is now good overall. Students' personal development and understanding of Islamic values and awareness of Emirati and world cultures have remained good, as in the previous review. Overall, teaching and assessment have remained acceptable. Teaching has improved in Cycles 2 and 3 and is now good. Curriculum, the protection, care guidance, and support of students have remained acceptable. Leadership and management have also remained acceptable. The high staff turnover, shortage of key personnel, and sudden increase in students' numbers after the start of the academic year have impacted negatively on the school's capacity for improvement.

KEY AREAS OF STRENGTH:

- The improvement in students' overall achievement in Cycles 2 and 3.
- Students' personal development and understanding of Islamic values and Emirati culture.
- Leaders' clear direction and secure understanding of the best practices in teaching and learning.
- Communication and relationships among leaders and staff and with parents.

KEY AREAS FOR IMPROVEMENT:

- Children's achievement in Kindergarten (KG) and students' attainment across all subjects and cycles.
- The consistency of effective teaching across all cycles and subjects.
- The inclusion provision for students with special educational needs (SEN).
- The governing board's role in ensuring the school is appropriately staffed and well-resourced.

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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	Good	Good	Good
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Good	Good	Good
Arabic (as an additional Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Social Studies	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good	Good
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Acceptable	Acceptable	Good	Good
Science	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Good	Good

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Islamic Education

- Students' achievement in Islamic education is good overall. It is acceptable in KG. In lessons and students' work, most children and students make expected progress over time in KG and good progress over time in Cycles 1, 2, and 3. This does not align with the school's internal assessment data, which indicates very good progress in KG and outstanding progress across Cycles 1, 2 and 3.
- The school's internal assessment data shows very good attainment in KG and outstanding attainment across all cycles. This does not match what is seen in lessons and in students' work, which shows that most students across the school attain in line with curriculum expectations. There is no external assessment for this subject.
- In lessons and students' work, most children in KG make expected progress, while the majority of students make good progress in Cycles 1, 2, and 3. In KG, children demonstrate secure knowledge of etiquette in Islam, such as table manners. They memorise and recite short Surahs accurately. Their understanding of the meanings of short Surahs in the Holy Qur'an is less well developed. In Cycles 1 and 2, students memorise and recite prescribed Surah and the Noble Hadeeth accurately. A minority have not yet developed the skills to effectively interpret the meaning of the Noble Hadeeth and derive its lessons. In Cycle 3, students develop a deep understanding of Islam's role in promoting security in societies. Across all cycles, students' recitation of verses of the Holy Qur'an following Tajweed rules is less well developed.
- Overall, the majority of different groups of students make better than expected progress. Lower- and higher-attaining students do not always make the progress of which they are capable.

Areas of Strength

- Students' memorisation skills of Surahs and the Noble Hadeeth in KG, Cycles 1 and 2.
- Students' deep understanding of Islam's role in promoting security in societies in Cycle 3.

Areas for Improvement

- Children's understanding of the meanings of short Surahs in KG.
- Students' deep understanding of the Noble Hadeeth in Cycles 1 and 2.
- Students' recitation of verses of the Holy Qur'an following Tajweed rules, across all cycles.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic as a first language is good overall. It is acceptable in KG. In lessons and students' work, most children make expected progress over time in KG, the majority make better than expected progress over time in Cycles 1, 2 and 3. This does not align with the school's internal assessment data, which indicates very good progress in KG and outstanding progress across all cycles.The school's internal data indicates that attainment is very good in KG and outstanding across all cycles. This does not match with what is observed in lessons and in students' work, where most students attain in line with curriculum standards across all cycles. The school did not participate in the Test for Arabic Language Arts (TALA), Mubakkir or IBT for Arabic.In lessons, most children in KG and students across all cycles make expected progress. In KG, children have secure phonics' skills and identify the names and sounds of the alphabet letters. They struggle to form simple words correctly. In Cycle 1, students demonstrated sound listening and grammar skills. They do not always read fluently and accurately. In Cycle 2, students listen attentively, express their ideas clearly in standard Arabic, and effectively interpret words from a text. A minority of students have not yet developed secure reading and comprehension skills. In Cycle 3, students communicate fluently and confidently, read complex texts, analyse the content, and identify main ideas and supporting ideas with relevant evidence. Extended writing is less well developed across the school.Overall, the majority of different groups of students make better than expected progress. High-attaining students are not sufficiently challenged in lessons.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' listening skills in Cycles 1, 2 and 3.Students' reading, and analytical skills in Cycle 3.	<ul style="list-style-type: none">Children's formation of letters in KG.Students' skills in reading fluently and accurately in Cycles 1 and 2.Students' extended writing across the school.



Social Studies

- Students' achievement in social studies is acceptable overall. It is good in Cycles 2 and 3. In lessons and students' work, most children and students make expected progress over time in KG and Cycle 1. In Cycles 2 and 3, a majority of students make better than expected progress over time. This does not align with the school's internal assessment data, which indicates very good progress for children in KG and outstanding progress for students across all cycles.
- The school's internal assessment data shows that attainment is very good for KG and outstanding across all cycles. In lessons and students' work, most students demonstrate levels of knowledge, skills and understanding that are in line with curriculum expectations in KG and across all cycles. There is no external assessment data for this subject.
- In KG, children can name the 7 Emirates and the colours of the UAE flag. In Cycle 1, students can describe several Emirati traditions and name and locate famous landmarks in the UAE. Their secure understanding of their responsibilities and duties toward their family members is less well developed. In Cycle 2, students demonstrate secure levels of understanding and knowledge of the geographic features of different countries. A minority of students have not fully developed a deep understanding of geographical terminology. In Cycle 3, students develop a secure knowledge and understanding of the ancient civilisations of the Arab world. Students' mapping skills across all cycles are less developed.
- Overall, the majority of different groups of students make better than expected progress. High-attaining students do not always make sufficient progress.

Areas of Strength

- Students' skills to analyse natural geographic features in Cycle 2.
- Students' knowledge of ancient civilisations in the Arab world in Cycle 3.

Areas for Improvement

- Students' understanding of individual rights and responsibilities in real-life situations in Cycle 1.
- Students' deeper knowledge of geographical terminology in Cycle 2.
- Students' ability to read, interpret, and analyse various types of maps across all cycles.



English	<ul style="list-style-type: none">Students' achievement in English is acceptable overall. In lessons, students' progress over time is acceptable across all cycles. This does not match the school's internal assessment data, which shows progress to be very good in KG and outstanding in Cycles 1, 2, and 3.Internal assessment data indicates that attainment is very good in KG and outstanding in Cycles 1, 2 and 3. This does not match with what is seen in lessons and students' work, where students' attainment is acceptable across all cycles. Students' performance in IBT assessments is acceptable overall.In lessons, most children and students in KG and Cycles1, 2 and 3 make expected progress. In KG, children develop adequate phonics' skills. In Cycle 1, students begin matching words to sounds and writing simple sentences. A small number of students find it difficult to express ideas orally during discussions or in response to questions. In Cycle 2, students can use new words in familiar contexts, such as describing a balanced diet. They read with increasing confidence and are improving their comprehension skills. A minority of students continue to struggle with proficient reading. In Cycle 3, most students actively participate in classroom discussions, sharing opinions and clearly explaining their ideas. They demonstrate strong reading skills, applying strategies such as deduction to identify key details in texts. A few students face challenges with expressive reading. They do not produce extended written pieces for different purposes across all cycles.Overall, most groups of students make expected progress. In lessons, students with higher and lower attainment levels do not make sufficient progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' development of their phonological skills in Cycle 1.Students' speaking and listening skills in Cycles 2 and 3.	<ul style="list-style-type: none">Students' oral fluency and verbal communication skills in Cycle 1.Students' reading proficiency in Cycles 2 and 3.Students' writing skills across all cycles.



Mathematics

- Students' achievement in mathematics is acceptable overall. It is good in Cycles 2 and 3. In lessons and students' work, most children and students make expected progress over time in KG and Cycle 1. In Cycles 2 and 3, the majority of students make better than expected progress over time. This does not align with the school's internal assessment data, which indicates very good progress in KG and outstanding progress across all cycles.
- Internal assessment data suggests attainment is very good in KG and outstanding across all cycles. This does not align with what is observed in lessons, where attainment is acceptable in KG and Cycle 1 and good in Cycles 2 and 3. The 2024 IBT external data shows very good attainment across all cycles. The 2023 TIMSS results are above average.
- In lessons and students' work, most children and students in KG and Cycle 1 make expected progress. In Cycles 2 and 3, the majority make better than expected progress. In KG, most children recognise and count numbers, although many struggle with understanding numerical relationships and basic operations. In Cycle 1, students demonstrate secure skills in numerical operations. Their mental arithmetic skills are less secure. In Cycle 2, the majority of students demonstrate sound skills in algebraic and numerical operations, although their ability to interpret and analyse data remains inconsistent. In Cycle 3, students can simplify equations and apply coordinate geometry transformations effectively.
- Overall, most groups of children and students make at least expected progress in KG and Cycle 1. In Cycle 2 and Cycle 3, the majority of groups of students make better than expected progress.

Areas of Strength

- Students' skills in algebra and numerical operations in Cycle 2.
- Students' skills in solving complex equations in Cycle 3.

Areas for Improvement

- Children's clear understanding of number concepts and numerical operations in KG.
- Students' mental arithmetic in Cycle 1.
- Students' data interpretation skills in Cycle 2



Science

- Students' achievement in science is acceptable overall. It is good in Cycles 2 and 3. In lessons and students' work, most children and students make expected progress over time in KG and Cycle 1. In Cycles 2 and 3, the majority of students make better than expected progress over time. This does not align with the school's internal assessment data, which indicates very good progress in KG and outstanding progress across all cycles.
- The school's internal data indicates that attainment is very good in KG and outstanding across all cycles. The 2024 IBT data shows very good attainment across all cycles. The 2023 TIMSS results are above average. These results do not match what is seen in lessons and students' work, where most students attain in line with curriculum standards in KG and Cycles 1, 2, and above in Cycle 3.
- In lessons, most KG children can describe changes in the water cycle. They rarely develop their enquiry and exploration skills. In Cycle 1, students show an adequate understanding of the basic concepts of sound production and transmission. In Cycle 2, students can differentiate between innate and learned animal behaviours. In Cycles 1 and 2, students' skills to independently conduct investigations or make predictions following the scientific method are less well developed. In Cycle 3, in biology, students can differentiate between the central nervous system and the peripheral nervous system and understand motion in 2 dimensions in physics. They are skilled in using virtual laboratories to apply their learning. Across the school, students' scientific writing is less well developed.
- Most groups of students make expected progress in KG and Cycle 1, while the majority of groups make better than expected progress in Cycles 2 and 3. High-attaining students are not sufficiently challenged to make better progress in lessons.

Areas of Strength

- Students' scientific knowledge in physical and life science in Cycles 2 and 3.
- Students' skills in using virtual laboratories in Cycle 3.

Areas for Improvement

- Children's exploration and inquiry skills in KG.
- Students' skills in carrying out investigations and making predictions following the scientific method in Cycles 1 and 2.
- Students' investigative and scientific writing skills across the school.



Other subjects	<ul style="list-style-type: none"> Students' achievement in other subjects is acceptable. The school's internal data indicates outstanding progress over time in art, music, physical education (PE), and computing creative design and innovation (CCDI) across all cycles. This is not seen in lessons and students' work, where students across the school make acceptable progress over time. Internal assessment data indicates outstanding attainment in all other subjects. This is not fully reflected in lessons and students' work, where most students in KG and Cycles 1, 2 and 3 attain in line with the curriculum standards. In lessons, most students make the expected progress in KG and Cycles 1, 2, and 3. In art lessons, KG children develop fine motor skills through drawing, colouring, and creating snowman collages. In Cycle 2, students develop their understanding of light effects and shadows. Children's and students' creative artistic skills are still developing. In music in Cycle 3, girls practise Arabic rhythms and musical notes, showcasing their vocal and instrumental skills. In PE lessons in Cycles 2 and 3, students develop strong skills in long jump. In CCDI lessons in Cycles 2 and 3, students use simple programs to develop their coding skills. They do not demonstrate a deep understanding of their learning. Most groups of students make expected progress in lessons with few differences across groups. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> The development of students' athletic skills in long jump in Cycles 2 and 3. Girls' understanding of basic Arabic musical instruments in Cycle 3. 	<ul style="list-style-type: none"> Students' creative skills in art across the school. Boys' understanding of basic Arabic musical instruments in Cycle 3. Students' deep understanding of their learning in CCDI in Cycles 2 and 3.



Learning Skills	<ul style="list-style-type: none"> Students demonstrate positive attitudes to learning and are keen to participate in lessons. Their engagement and ability to take responsibility for their own learning is most evident in mathematics and science lessons in Cycles 2 and 3. For example, during science lessons, students actively use tools to conduct experiments and take ownership of their learning. In other cycles, they work well on set tasks relying heavily on their teachers' guidance rather than their own initiative. When given the opportunity to collaborate, students work effectively in pairs and groups. They generally communicate their learning clearly. In better lessons, students make connections to real-life contexts and other areas of learning. This was more evident among students in Cycle 2 English lessons, where they used newly learned vocabulary to discuss their future careers. Critical thinking and problem-solving skills are most evident in mathematics and science lessons, particularly in the upper grades. Learning technologies to enhance research skills are emerging across the school. Students' innovation and enterprise skills remain underdeveloped. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' engagement in learning across all cycles. Students' ability to take responsibility for their learning in science and mathematics in Cycles 2 and 3. 	<ul style="list-style-type: none"> Students' links to real-life contexts and other areas of learning. Students' critical thinking, problem-solving, innovation, and enterprise skills across the school. Students' ability to use learning technologies to enhance research skills across the school.



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good

- Students' personal and social development are good overall. Students demonstrate , responsible, and positive attitudes. Students are becoming increasingly self-reliant through activities such as leading the morning assembly, participating in the Students' Council, and being part of the school's Faza'a team.
- Students are generally well behaved in lessons and around the school. They are courteous to adults and their peers. Incidents of bullying are rare. Respectful and considerate relationships between students and teachers enable students to develop sensitivity towards each other's needs.
- Students demonstrate a secure understanding of healthy lifestyles and are involved in sports activities such as football and awareness sessions, for example, International Cancer Day. A few students consume unhealthy snacks that they bring from home.
- Attendance is very good at 96.27%. A few students arrive late to the morning assembly.

Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
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- Students have a clear understanding of how Islamic values influence society in the UAE. They appreciate the significance of religious events, such as Al-Isra'a and Al-Mi'raj and enthusiastically participate in activities that reflect the importance of Islamic etiquette. Students participate in competitions, such as the recitation of the Holy Qur'an.
- Students are knowledgeable of the UAE's heritage and cultural characteristics. They participate in various cultural activities, such as National Identity Week.

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- Students appreciate and celebrate their own and other world cultures through the school's organised events such as International Day, morning assemblies, and Gulf Child Day. Their understanding of wider world cultures is less secure.

Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Students are eager to participate in activities that positively impact both on the school and the community. They engage in volunteer teams such as the Red Crescent, the Students' Council, and the Faza'a team. They help organise and participate in school activities. Students also participate in community activities, such as visiting the Autism Centre and participating in environmental clean-up efforts in collaboration with the 'Plant and Harvest' initiative. Students enjoy participating in school projects, promoting sustainability and innovation although often they rely on adults' directives. Across the school, students' creativity, innovation and enterprise skills are less well developed in lessons. Students demonstrate an adequate understanding of the benefits of sustainability. They participate in activities to promote sustainability and conservation in the community, such as the Green Area initiative, recycling projects, and aqua planting. 				
Areas of Strength:				
<ul style="list-style-type: none"> Students' good behaviour across the school and their positive attitudes towards learning. Students' sound understanding and appreciation of Islamic values and Emirati culture. 				
Areas for Improvement:				
<ul style="list-style-type: none"> Students' awareness and understanding of wider world cultures. Students' creativity, enterprise, innovation, and initiative in starting their own projects. 				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

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

- Teaching is acceptable overall. It is good in Cycles 2 and 3. Most teachers demonstrate secure subject knowledge and plan purposeful lessons aligned to curriculum standards. In KG, teachers' understanding of how young children learn is inconsistent. Teachers' relationships with students are positive, creating an environment where learners are engaged and willing to participate.
- Most teachers plan lessons, manage time, and use resources appropriately. Lesson objectives are routinely shared at the start of lessons. The lesson planning format varies across subjects and cycles, with some plans lacking sufficient detail and substance.
- While a range of questions are used to engage students in learning, the overuse of closed questions in a few lessons limits opportunities for students to engage in discussions to extend and reflect on their learning. In the best lessons, such as a Grade 5 science lesson on motion, students are challenged to take responsibility for their learning and engage in problem-solving discussions. Teachers' expectations are not consistently high across all subject areas.
- Most teachers recognise that groups of students have different needs and, in better lessons, adapt their methods and resources to support different groups. In a majority of lessons, tasks do not consistently provide support for the low attainers or appropriate challenges for higher-attaining students. Teachers provide few opportunities for critical thinking, innovation, and independent learning.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable
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- The quality of assessment across the school is acceptable. Internal assessment processes are generally aligned with the school's curriculum and provide appropriate measures of students' progress. External benchmarking tools, such as the IBT tests in English,

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mathematics, and science and TIMSS assessments, provide a broader perspective on students' performance. There are currently no external assessments to benchmark students' performance in the Arabic language.

- The school analyses both internal and external data, including comparisons across grades and subjects. A detailed analysis at student level and for specific groups of learners remains underdeveloped. The extent to which teachers use data to inform their planning and teaching and monitor students' progress varies significantly across the school.
- In lessons, verbal feedback from teachers attends to students' misconceptions. Teachers' written evaluative feedback is not yet consistently implemented across all subjects. Opportunities for students to engage in self-assessment or provide constructive peer feedback remain insufficient.

Areas of Strength:

- Teachers' subject knowledge.
- Teachers' positive and supportive relationships with their students.

Areas for Improvement:

- Lesson plans that contain sufficient detail to ensure all students engage in learning across the school.
- Teaching that develops students' critical thinking, problem-solving, and investigative skills and extends their learning across the school.
- The provision of benchmarking assessments in Arabic.

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

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- Curriculum design and implementation is acceptable overall. The curriculum has a clear rationale and complies with MoE requirements. Curriculum planning focuses more on students' knowledge and less on students' learning skills. The curriculum offers insufficient options for older students, primarily an advanced stream.
- Some cross-curricular links are carefully planned across subjects. For example, in a Grade 9 English lesson, students listen to a video clip of Sheikha Maitha Bint Al Makhtoom talking about her sporting career. These meaningful connections are not consistently incorporated into lessons across all subjects.
- Subject coordinators review the curriculum annually, focusing on the subject content to ensure adequate provision to meet the needs of most students. There is insufficient focus on how well the curriculum develops students' learning skills and meets the needs of all groups of students.

Curriculum adaptation

Acceptable

Acceptable

Acceptable

Acceptable

- Curriculum adaptation is acceptable overall. Curriculum modifications are generally planned to meet the needs of most groups of students. Modifications do not consistently provide sufficient challenges for G&T students or high attainers in core subjects or indeed consistent support for low attainers.
- The curriculum offers some extra-curricular activities and competitions to further develop students' personal and broader interests, such as the Reading Café, Arabic calligraphy, field trips to the Heritage Village, and projects such as 'Plant and Harvest' for students in Grade 5. These curriculum enhancements do not consistently promote enterprise, innovation, and critical thinking across the school.
- The curriculum and learning environment support students' knowledge and understanding of UAE heritage, culture, and Islamic values. For example, cultural celebrations and field trips, Al Sana in moral education lessons, which are usually held in the Heritage Room. Students regularly recite verses from the Holy Qur'an during morning assemblies and actively participate in national event celebrations.

Areas of Strength:

- The curriculum that aligns with MoE requirements and has a clear rationale.
- The curriculum that helps most students understand and appreciate Emirati culture.

Areas for Improvement:

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- Curriculum options on offer especially for students in the advanced stream.
- Curriculum modifications that effectively meet the needs of all students.
- Extra-curricular activities that promote innovation, critical thinking, and enterprise effectively in and out the classroom.

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
<ul style="list-style-type: none">• Students' protection, care, guidance, and support are acceptable overall. The school has safeguarding policies aligned with national standards, supported by security measures such as closed-circuit television (CCTV) and controlled access. Fire drills and emergency protocols are conducted regularly. In response to recent unsatisfactory fire drill results, the school is taking measures to improve evacuation efficiency. Regular training for designated staff on safeguarding, including child protection, is provided.• Supervision of students is effective including on school transport. A mobile application provides real-time transportation updates to parents. The school maintains well-documented records for facility maintenance, including air conditioning, electrical systems, and water storage, with external service providers managing pest control and waste disposal. The premises are safe and well-maintained. Accessibility enhancements such as ramps, a lift and designated learning spaces for students and staff with physical disabilities are lacking.• Students' wellbeing is a priority with hygiene awareness sessions and health-related initiatives in place. They regularly take exercise.				
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

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- Staff and student relationships are positive and courteous. Policies for behaviour management are in place, supported by workshops and messages through digital platforms.
- Attendance monitoring is effective. Absences are regularly followed up with parents. Students arrive punctually at the start of the day and to their lessons.
- Processes for identifying students with SEN and gifted and talented (G&T) students are in place. In the absence of any SEN specialist, the identification process is less secure.
- Teachers develop plans to support SEN students and students who are G&T. Support and challenge through the school's wider activities and in lessons remain insufficient.
- The school provides career awareness sessions, although structured career counselling is lacking. The social worker offers guidance on universities and career pathways, including organising visits to local universities.

Areas of Strength:

- The safeguarding measures, including structured child protection training and improved supervision at arrival and dismissal times.
- Effective student and teacher relationships that foster mutual respect and engagement, contributing to positive students' behaviour and discipline

Areas for Improvement:

- The fire evacuation procedures.
- Accessibility to all areas in the school for those with restricted mobility.
- The accurate and effective identification and support for students with SEN and G&T students.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

- The quality of leadership and management is acceptable overall. The senior leadership, consisting of the principal and the vice principal, sets a clear direction and vision shared with the school's community. Although the school has an inclusive admission policy, it has insufficient capacity to provide the necessary support for students with SEN.
- Most leaders, including middle leaders, demonstrate a strong understanding of the curriculum and best practices in teaching and learning. They have successfully improved students' achievement in most subjects across Cycles 2 and 3. They are less successful in maintaining children's good achievement in KG and raising students' attainment across all cycles and subjects. Some middle leaders are also teachers, limiting their capacity to secure improvement effectively.

Self-evaluation and improvement planning

Acceptable

- The school's self-evaluation is inconsistent in using valid evidence. As a result, the judgments are inflated. Improvement planning is adequately linked to the previous review report and the school's self-evaluation. Leaders at all levels monitor lessons regularly. Feedback is usually detailed and includes teachers' next steps for improvement. The monitoring of teaching and learning is not sufficiently focused on students' achievement. There has been improvement over time although it has been inconsistent across the school.

Partnerships with parents and the community

Good

- The school successfully engages parents in the school's activities and events. For example, they participate in and assist with organising national events and competitions and through school initiatives such as 'My Mother is My Teacher'. The school regularly gathers parents' feedback on various academic and personal development matters through surveys.

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Communication is effective and reporting procedures ensure that parents are kept informed of their child's academic progress and personal development. Feedback to parents is not sufficiently detailed to include students' strengths, areas for development, and their next steps in learning.

- The school benefits from extensive links with other schools and local community organisations, such as Civil Defence, Red Crescent, community police, and local universities. Partnerships with the international organisations are at the early stage of development.

Governance

Acceptable

- Governance includes representatives from the school, the local community, and parents. There are no student representatives. The governing board meets regularly, visits the school, welcomes input from all stakeholders, and monitors the school's actions. The board does not independently seek stakeholders' views. Holding senior leaders accountable for the school's performance is still in its early stages of development. The board is less effective in ensuring that the school is fully staffed and adequately resourced.

Management, staffing, facilities and resources

Acceptable

- The day-to-day management of the school is well organised. Staff are suitably qualified and benefit from regular professional development that matches the school's priorities and staff needs. The shortage of key staff, including 2 English teachers, teaching assistants in KG, a SEN specialist, and a laboratory technician, has an adverse impact on students' achievement. While the school has all the necessary specialist facilities, access to these areas is not always available to those individuals with restricted mobility. Although resources are generally sufficient, the science laboratory and library are under-resourced. In KG, both classroom resources and outdoor learning areas are insufficient.

Areas of Strength:

- Leaders' clear direction and their secure understanding of the best practices in teaching and learning.
- The partnership with parents and effective communication.

Areas for Improvement:

- Leaders' use of valid evidence to ensure a realistic self-evaluation is produced.



- The monitoring of teaching and learning that places greater emphasis on students' achievement.
- The provision of sufficient staffing, resources, and accessible facilities to promote effective teaching, learning, and students' wellbeing.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 7 Arabic language teachers responsible for 690 students, resulting in a teacher-to-student ratio 1:99.
- The school library contains 3,158 Arabic fiction books and 144 Arabic non-fiction books. Students are encouraged to borrow books. Dedicated Arabic reading spaces in the library and classrooms further support Arabic literacy.
- Reading is integrated into lessons as a key language skill. The school also organises monthly reading initiatives that are aligned with UAE national reading programmes. The school engages students in internal and external competitions to promote the Arabic language, including the Arabic Reading Challenge, story writing competitions, Arabic spelling star, calligraphy contests, public speaking and debates, poetry recitation, and theatrical performances at the Khorfakkan Theatre Festival.
- Parents are actively involved in Arabic activities, competitions, and literacy support programmes, ensuring a strong partnership between the school and home in fostering Arabic proficiency.

The school's use of external benchmarking data

- In compliance with SPEA requirements, the school registers students and participates in various external tests and examinations, including IBT for Grades 3 to 9 in English, mathematics, and science. The school has not yet conducted the Mubakkir assessment for KG to Grade 2 or the TALA assessment for Grades 3 to 9 in Arabic. Eligible students participated in the 2022 PISA. Grade 4 and 8 students participated in the 2023 TIMSS international assessments for mathematics and science.
- Teachers receive training to enhance their understanding of international and standardised assessments. They prepare students for these examinations by incorporating questions from past examination papers in their lessons.
- Meetings are held with parents and students to raise their awareness of the importance of these examinations as part of the National Agenda. Teachers provide both students and parents with information and guidance regarding the examinations.

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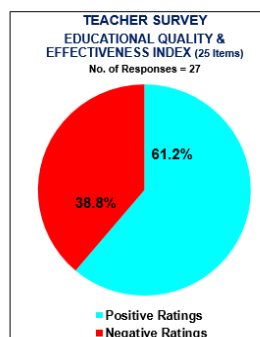
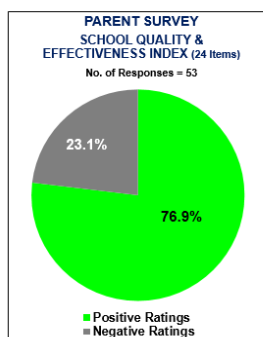


- Assessment results are also shared with students and parents.

Provision for KG

- The KG has 7 teachers and no teaching assistants. The teacher-to-student ratio is 1:23.
- The school has a dedicated area for the KG, featuring attractive classrooms and specialised learning spaces, including an activity room, a heritage room, a wellbeing room, and a mosque. Teachers take the children to the activity room for PE and art. The classrooms are safe and secure, each equipped with a whiteboard and data projector, and no cameras. While there are some resources in the classrooms to support students' learning, they lack sufficient materials for hands-on and enquiry-based learning. Although a few reading books are available, there are no designated reading corners where children can freely choose books to read.
- The KG area has 2 small playgrounds for KG1 and KG2, featuring soft play surfaces and play equipment. Outdoor playtime for the children is insufficient. The children actively participate in celebrating national and religious events and go on trips within the local area.
- Effective induction arrangements enable children to start school with KG staff dedicating 1 week to helping them start school smoothly. During the move to Grade 1, teachers provide the school with information about the children's current learning abilities.

VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve the consistency of effective teaching and learning by:
 - raising teachers' expectations of what students can learn and do, particularly in KG and Cycle 1.
 - ensuring lesson planning includes all the key elements of high-quality teaching and is implemented consistently.
 - using assessment data effectively to group students and identify their needs.
 - using effective teaching strategies that meet the needs of all groups of students and individuals, particularly lower- and higher-attaining students in lessons.
 - ensuring that meaningful connections between different areas of learning are a consistent feature in lesson planning.
 - providing consistent opportunities for students to engage in meaningful self- and peer-assessment.
 - ensuring written feedback to students is detailed and helps them improve their learning.
 - ensuring that hands-on and enquiry-based learning is a common feature of learning in the KG.
- Improve the impact of leadership and management by:
 - ensuring that the monitoring of teaching and learning is focused on students' achievement.
 - ensuring that reporting to parents is more frequent and detailed, including areas for improvement and the next steps in their children's learning.
 - ensuring that the KG staff are well-trained in how young children learn and develop.
 - ensuring that the governing board addresses all key staffing shortages appropriately and urgently.
 - resolving the shortage of key staff and resources immediately.
 - ensuring that the school effectively provides for students with SEN, facilitating their admission and support.



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.