



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN  
Programme

# School Performance Review REPORT | (SPR)



إتقان ITQAN

**HAPPY HOME ENGLISH 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



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

<b>Outstanding</b>	The quality of performance substantially exceeds the expectations of the UAE
<b>Very good</b>	The quality of performance exceeds the expectations of the UAE
<b>Good</b>	The quality of performance meets the expectations of the UAE
<b>Acceptable</b>	The quality of performance meets the minimum level required in the UAE
<b>Weak</b>	The quality of performance is below the expectation of the UAE
<b>Very weak</b>	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	173
	School location	Al Ghubaiba, Sharjah
	Establishment date	1985
	Language of instruction	English
	School Curriculum	National Curriculum for England (NCfE)
	Accreditation body	N/A
	Examination Board	N/A
	External Assessments International and Curriculum Benchmark Assessments	Trends in International Mathematics and Science Study (TIMSS) Progress in International Reading Literacy Study (PIRLS) Cognitive Ability Test (CAT4) Granada Learning (GL) Progress Test in English (PTE), Science (PTS), Mathematics (PTM) Pupil Attitudes to Self and School (PASS) New Group Reading Test (NGRT) International Benchmark Test (IBT)
	Fee Range	AED 4,800 to AED 5,400
Staff	Principal	Syeda Saman Fatima
	Chair of board of governors	Tahir Nazir
	Total number of teachers	73
	Total number of teaching assistants	10
	Turnover rate	42.5%
Students	Teacher: student ratio	1:17
	Total number of students	1,235
	Total number of students per cycle/phase	Phase 1: 130 Phase 2: 1,003 Phase 3: 102 Phase 4: 0
	Pre-KG: number and gender	Boys: 0      Girls: 0
	Phase 1: number and gender	Boys: 62      Girls: 68
	Phase 2: number and	Boys: 495      Girls: 508

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	gender	
	Phase 3: number and gender	Boys: 54      Girls: 48
	Phase 4: number and gender	Boys: 0      Girls: 0
	Total number of Emirati students	0
	Pre-KG: Emirati number and gender	Boys: 0      Girls: 0
	Phase 1: Emirati number and gender	Boys: 0      Girls: 0
	Phase 2: Emirati number and gender	Boys: 0      Girls: 0
	Phase 3: Emirati number and gender	Boys: 0      Girls: 0
	Phase 4: Emirati number and gender	Boys: 0      Girls: 0
	Nationality groups (largest first)	1. Pakistan
		2. Bangladesh
	Total number of students with special educational needs	15



## PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
<b>ACCEPTABLE</b>	<b>ACCEPTABLE</b>

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 141 lesson observations, 20 of which were carried out jointly with school leaders.

#### SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable, which is the same as the school's previous review judgement, in February 2023. Phase 2 students' attainment in English and their learning skills are not as strong as in the last review. Achievement in Phase 1 (FS), Phase 2 and Phase 3 remains acceptable overall. The quality of teaching is variable across and within phases and subjects.

Overall, it is acceptable, across all subjects and phases. Assessment is acceptable. The school uses both internal and external assessments in some core areas. The data is effectively analysed and shared. Data is rarely used in lessons to meet the needs of different groups of students. The implementation and adaptation of the curriculum is acceptable across all phases of the school. The time allocated to the teaching of Arabic as a second language (ASL) does not meet requirements. The length of the school day also impacts on the breadth and balance of the curriculum for all subjects. The provision for health and safety, child protection and safeguarding is acceptable. Strategies to identify and support students with special educational needs (SEN) across all phases is an area for improvement. Leadership and management is acceptable. A new principal is in post this school year and parents remark on the positive changes that have been made. The senior leadership team (SLT) has a very accurate picture of the school's performance and improvement journey. Communication with parents is clear and timely. A governing body has been formed and is in the early stages of fulfilling the twin responsibilities of holding school leaders to account and supporting the school with its improvement priorities. Teachers' turnover is high and remains a significant barrier to improving students' achievement. The SLT demonstrates creativity, enhancing the school site to provide greater opportunities for learning. Resources are limited.

#### KEY AREAS OF STRENGTH:

- Students' progress in Islamic education in Phase 3.
- Students' personal and social development.
- Students' understanding of Islamic values and Emirati cultures.
- The very positive relationships among teachers and between staff and students.

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- The accurate self-evaluation of school performance.

#### **KEY AREAS FOR IMPROVEMENT:**

- Students' achievement across all subjects, particularly attainment in English in Phase 2.
- Teachers' use of data in lessons, to meet the needs of different groups students.
- Strategies to teach second language learners.
- Compliance with the time mandated for teaching ASL.
- Rigorous and regular safety checks.
- The effectiveness of the governing body.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is acceptable overall.**

Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Good	N/A
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as an additional Language)	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
Social Studies	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
English	Attainment	Acceptable	Weak	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Science	Attainment	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Other subjects (Art, Music, PE)	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
Learning Skills		Acceptable	Acceptable	Acceptable	N/A

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Islamic Education

- Students' achievement in Islamic education is acceptable overall. In lessons and in their work, most students in Phase 2 make the expected progress and in Phase 3, a majority of students make better than expected progress over time.
- There is no externally benchmarked assessment in Islamic education. Internal assessment data indicates good attainment in Phase 2. This was not observed during the review, where most students attain levels that are in line with the curriculum expectations rather than above. In Phase 3, internal assessment data aligns with what is observed in the review, most students attain levels that are in line with curriculum expectations.
- Students in Phase 2 demonstrate knowledge and understanding of Islamic etiquettes, morals, laws, rituals, the Noble Hadeeth, and the Holy Qur'an. Year 2 students can recall the five Pillars of Islam, identify that prayer is the second pillar, name the five daily prayers, and state the number of Ruku' (bowing) for each daily prayer. A few can accurately relate the prayer names to the time of day. Year 6 students can explain the main message of Surah Abasa and recite the first five verses. A few apply Tajweed rules correctly. Year 7 students can identify and explain the minor and major signs of the Day of Judgment. They describe the events that will occur on earth and in the sky. A few can refer to relevant Qur'anic verses to support their explanations.
- As evidenced in lessons and students' class books, most student make the expected progress. Girls, in Year 6, make better progress than the boys. In Year 7, the majority of student make better than expected progress. Low and high achievers are not supported sufficiently to accelerate their progress.

**Areas of Strength**

- Students' understanding of Islamic etiquettes, morals, laws and rituals in Phase 2.
- Students' ability to explain the minor and major signs of the Day of Judgment in Year 7.

**Areas for Improvement**

- Students' ability to accurately relate the prayer names to the time of day across Phase 2.
- Students' use of Tajweed rules when reciting Surah from the Holy Qur'an across Phase 2.
- Students' ability to reference Qur'anic verses to support their explanations across Phase 3.



Arabic

- Students' achievement in ASL is acceptable across Phases 2 and 3 over time. Children in the Foundation Stage (FS) do not take ASL. Most students make the expected progress as evidenced in lessons and their books.
- The school internal data shows that students' attainment is good across Phases 2 and 3. IBT results indicate good attainment in Phase 2 and Phase 3. These do not match that which is seen in lessons and in students' work, where most Phase 2 and Phase 3 students attain levels that are in line with the curriculum expectations.
- Most students in Phase 2 and Phase 3 make acceptable progress. In lessons, most students demonstrate listening and comprehension skills that are appropriate for their years of learning. In Phase 2, students acquire a range of vocabulary and can use it to complete partially formed sentences. They can distinguish between words containing Al-Lam Al-Shamsiyah and Al-Lam Al-Qamariyah. Their letter formation and handwriting is neat. In Year 7, students can read short texts with understanding and recognise key vocabulary. They can answer direct questions related to familiar topics. Across both Phase 2 and Phase 3, students find writing and speaking more challenging, as they struggle to form complete sentences and express their thoughts fluently.
- As evidenced in lessons and students' class books, most groups of students, across both phases make expected progress.

**Areas of Strength**

- Students' listening and comprehension across Phase 2 and Phase 3.
- Students' range of vocabulary in Phase 2.

**Areas for Improvement**

- Students' ability to infer from a text in Phase 3.
- Students' ability to write complete sentences across Phases 2 and 3.
- Students' ability to express their thoughts fully and confidently when speaking standard Arabic across Phases 2 and 3.



**Social Studies**

- Students' achievement in social studies is acceptable in Phases 2 and 3. In lessons and as evidenced in their class books, most students make the expected progress over time.
- There is no externally benchmarked assessment in social studies. Internal assessment data indicates good attainment in Phase 2 and acceptable in Phase 3. In lessons and students' work, most Phase 2 and 3 students attain levels that are in line with curriculum expectations.
- Students in Phase 2 recognise the value of helping others within their community, whether at home, school, or in their neighbourhood. They can apply this understanding to their role-play activities. Older students demonstrate knowledge of economic concepts such as supply and demand and can define them. They struggle to explain the impact of supply and demand on prices. Only a few students can explain why goods are reduced in sales. In Phase 3, students can name different inventions and identify the printing press as one that significantly impacted European society. They find it difficult to explain how these inventions changed the nature of practices in societies for example, the effect of mass printing in Europe.
- As evidenced in lessons and students' class books, most groups of students, across both phases, make expected progress.

**Areas of Strength**

- Students' recognition of the importance of helping others and can demonstrate this understanding through role-play in Phase 2.
- Students' ability to define key economics concepts in Phase 2.

**Areas for Improvement**

- Students' ability to explain the impact of supply and demand on prices by the end of Phase 2.
- Students' ability to explain why goods are reduced in a sale in Phase 2.
- Students' ability to explain how significant inventions impact on different societies in Phase 3.



English

- Students' achievement in English is acceptable overall. The school's internal data indicates that students make acceptable progress across all phases. This aligns with what is seen in lessons and that which is recorded in students' class books. Most students, across all phases, make expected progress over time.
- The school's internal data shows attainment is acceptable across all 3 phases. This matches what is seen in lessons and students' class books in Phase 1 and Phase 3. In Phase 2, attainment is weak, only a majority of students attain in line with curriculum standards. International progress test outcomes in English indicate students' attainment is weak in both Phase 2 and Phase 3.
- Children in Phase1 can identify letters and sounds, which they blend to read and write simple words. They recognise sight words and develop their language and vocabulary, when listening to stories. Across Phases 2 and 3 students' handwriting is neat and tidy. In Phase 2, students communicate their learning and present their work to their peers. Their listening skills are less developed. When reading, a majority of students use their knowledge of letters and sounds to sound out unfamiliar words. Most students can retrieve information from a text. Their comprehension skills are underdeveloped as they infrequently discuss the books they are reading. In Phase 2, a majority of students can write sentences or paragraphs about a range of topics, using accurate capitalisation and punctuation. They learn about adjectives, adverbs of time, synonyms and connectives. They rarely use these to write more interesting or complex sentences with varied sentence openers. In Phase 3, students develop more confidence to express their opinions and engage in dialogue. They read, listen to, and write a range of different types of texts. Their writing skills are less well developed. They structure their writing well but rarely use figurative or persuasive language.
- As evidenced in lessons and students' class books, groups of students, across all 3 phases make at least expected progress. There is no difference between boys and girls. Progress accelerates towards the end of Phase 2. Higher attainers do not make the progress of which they are capable.



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"><li>Students' handwriting skills in Phase 2 and Phase 3.</li><li>Students' speaking and listening skills in Phase 3.</li></ul>	<ul style="list-style-type: none"><li>Students' ability to blend letters and sounds to read and write unfamiliar words across Phase 1 and Phase 2.</li><li>Students' skills to read for meaning in Phase 2.</li><li>Students' ability to use descriptive language and varied sentence openers in their writing across Phases 2 and 3.</li></ul>
Mathematics	<ul style="list-style-type: none"><li>Students' achievement in mathematics is acceptable overall. In lessons and from their class books, most students, across all phases, attain levels that are in line with curriculum standards over time.</li><li>The school's internal assessment data indicates acceptable attainment in Phase 2 and Phase 3. This matches with observations in lessons, where most students, across all phases attain in line with curriculum standards. There is no data available for Phase 1. Data from external benchmark assessments is not so strong and show attainment to be weak in Phase 2 and Phase 3.</li><li>Most students across all phases display acceptable skills and knowledge. Children in Phase 1 have developed an understanding of number concepts from 1 to 20. They carry out simple operations and understand a range of mathematical symbols. Students in Year 2 gain skills in statistics and can use tally charts and simple data tables. In Year 3 students can identify 3D shapes and talk about their properties. Students in Year 5 can identify and understand different types of angles and explain where these are found in real world situations. Overall, in Phase 2, skills in measurement, including telling the time, are not well developed. The linking of mathematics to real world situations has been an improvement since the last review. In Phase 3, Year 7 students are able to use their increasing understanding of number to convert percentages into fractions and decimals. Across Phase 2 and Phase 3, mental mathematics, the use of estimation and problem solving are less well developed.</li><li>As evidenced in lessons and students' class books, most student groups make expected progress with few differences between different groups.</li></ul>	



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> <li>Students' ability to link learning to real-world situations.</li> <li>Students' competencies with fractions, percentages and decimals in Phase 3.</li> </ul>	<ul style="list-style-type: none"> <li>Students' skills with measurement in Phase 2.</li> <li>Students' mental mathematical ability across Phases 2 and 3.</li> <li>Students' problem solving and estimation skills across Phases 2 and 3.</li> </ul>
Science	<ul style="list-style-type: none"> <li>Students' achievement in science is acceptable overall. Evidence from lessons observations, indicate most students across all phases, attain levels that are in line with curriculum standards over time.</li> <li>The school's internal assessment data indicates that a large majority of students attain levels that are above curriculum standards in Phase 1. This has been the trend for the previous three years. Internal test results in Phase 1 do not reflect that which is seen in lessons, where most children attain levels that are in line with curriculum standards. External benchmark assessment in Phase 2 and Phase 3 shows weaker attainment than that seen in lessons. TIMSS, conducted in 2024, show that Phase 2 students' performance is below the international benchmark.</li> <li>In lessons and in their recent work, most students demonstrate levels of knowledge and understanding that are in line with curriculum standards across all phases. In Phase 1, most students demonstrate a secure understanding of concepts of natural science. They can list the parts of plants confidently. In Phase 2, most students have an understanding of the physical scientific concepts, and they can differentiate between solids, liquids and gases. In Phase 3, most students can construct a simple electric circuit, with given components, and are developing investigative skills. Although most students demonstrate age-appropriate knowledge and understanding of the basic science concepts, they are not engaged in practical, hands-on activities. This results in underdeveloped skills of writing hypotheses, making predictions, using scientific vocabulary, drawing conclusions and conducting investigations.</li> <li>In lessons, most groups of students, across all phases, make expected progress in relation to the appropriate curriculum standard. Progress accelerates towards the end of the Phase 2.</li> </ul>	





	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"><li>Students' knowledge and understanding of natural science concepts in Phase 1.</li><li>Students' knowledge and understanding of physical science concepts in Phase 2.</li></ul>	<ul style="list-style-type: none"><li>Students' skills in undertaking practical experiments, across all phases, to help students apply scientific theories and develop scientific process skills.</li><li>Students' use of scientific terms and vocabulary across all phases.</li><li>Students' ability to make predictions and draw conclusions, across all phases.</li></ul>



Other subjects

- Students' achievements in other subjects, in Phase 2 and Phase 3, are acceptable. The other subjects sampled in the review are information communication technology (ICT), physical education (PE), art, Hindi, Urdu and ethics. The achievement of students as seen in lessons, and from their class books is acceptable overall across all other subjects and phases. There is insufficient assessment data to judge progress over time. Data is collected for Urdu and Hindi attainment.
- There is no internal assessment data for PE, art, ICT or ethics. Work seen in students' books and during lessons indicate that attainment is acceptable across Phases 2 and 3.
- In Urdu, younger students are studying different professions. The students in Year 5 compare different religious festivals. When given the opportunity, most students are able to discuss their learning, using the correct vocabulary. In Hindi, most Phase 3 students are able to explain the advantages of yoga and its importance to wellbeing. They are able to write the correct order of Surya Namaskar. Students' ability to use their oral language skills in Hindi and Urdu are not consistently well developed. In art, students in Phase 2 and Phase 3 are able to copy drawings and develop their skills of line, shade and perspective. Opportunities for students to be creative are limited All students in Phase 2. In PE, students are developing their agility and co-ordination skills whilst those in Phase 3 enjoy the football activities offered. The older Phase 2 students have a good understanding of the purpose of Google Forms and are developing their skills in creating one. In Phase 3, students are writing and running html script. Computer log on procedures and the layout of the ICT suite restricts students' progress.
- Most groups of students, as evidenced from lesson observations, make acceptable progress with few differences between different groups of students.

**Areas of Strength**

- Students' participation in physical exercise.

**Areas for Improvement**

- Students' ability to use their oral language skills in Hindi and Urdu lessons across Phases 2 and 3.
- Students' creativity and imagination in art across Phases 2 and 3.
- Students' ability to log onto learning technologies across Phases 2 and 3.



## Learning Skills

- Students' learning skills are acceptable overall. Most students have positive attitudes towards learning and are eager to learn. Students can work independently for short periods of time. They can be passive and usually depend on the teacher to move their learning forward. As a result, students only have a general understanding of how to improve their work. In better lessons, for instance Islamic education in Phase 3, students respond to feedback from their teachers and improve their work.
- Students across all phases are keen to contribute their ideas and present their work to their peers. In Phase 2 and Phase 3, students occasionally answer in chorus. This prevents them from listening to or learning from each other. Students infrequently engage in partner talk to develop their confidence and understanding. In Phase 3, students collaborate with each other to develop their ideas which helps them to improve their communication skills. They present information to their peers and answer questions from them.
- Students make some connections with real life and other areas of the curriculum. In Phase 1, children explore parts of plants. In English, Phase 2 students listen to the advantages and disadvantages of modes of transport around the world. They make travel brochures about their home country or the UAE, demonstrating their knowledge of geographical features and landmarks. In UAE social studies, students learn about business terms such as supply and demand. In mathematics, students link 3D shapes and angles to describe landmarks in the UAE. In Phase 3, in English, students present information about how to manage money, learning the importance of saving and spending.
- In lessons, students infrequently find things out for themselves using resources such as dictionaries, non-fiction books or technology. Students access information uploaded by teachers from an online platform for home learning. They occasionally bring in information they have researched at home to use in lessons. In English, students occasionally use dictionaries to find the meaning of unfamiliar words. In Arabic, students use technology to research landmarks from around the world. Across the school, students' problem solving and investigation skills are developing features.

### Areas of Strength

### Areas for Improvement



	<ul style="list-style-type: none"> <li>Students' engagement and interest in learning across all phases.</li> <li>Students' ability to link real-life with learning across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Students' ability to collaborate with their peers across Phases 1 and 2.</li> <li>Students' ability to improve their own work across all phases.</li> <li>Students' ability to find things out for themselves across all phases.</li> </ul>
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## 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:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Personal development</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>N/A</b>

- All students have positive attitudes towards learning, teachers and their peers. They set themselves targets and follow up on their achievements with the help of their teachers, although this can be inconsistent. They enthusiastically participate in internal and external competitions.
- Behaviour is generally good, even when occasionally supervision is more discrete. Students are courteous and respectful. For the most part, they travel around the school in an orderly manner. Even, in the occasional lesson, where they lose engagement, there is little disruption to the learning of the class. Students report that they feel safe in the school and that they know who to approach if someone is making them feel uncomfortable.
- Peer relationships are good. Older and younger students work well together. They help each other with planning and conducting assemblies, sharing learning resources and interdisciplinary projects for example, the month of innovation. They acknowledge the different needs of each other and are pleased to help those in need.
- Students demonstrate sound understanding of safe and healthy living. They enjoy simple aerobic exercises during morning assemblies, followed by similar activities in classrooms. The majority of students bring homemade lunches. Phase 1 children are aware of healthy eating and few bring carbonated drinks with their snacks. Attendance at 80% is very weak.



<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>Students have a secure understanding of Islamic values and culture. They consistently show respect and kindness towards their peers, teachers, and other staff members. They greet adults with the traditional Islamic salutation, "As-salamu alaykum ," and are taught to value the principles of compassion and empathy in their daily interactions.</li><li>During Islamic events, such as in the Holy Month of Ramadan and Haq Al Laila, students actively participate in related activities and celebrations. They learn about traditional customs and practices and often create projects that highlight the importance of these cultural events. These examples demonstrate how students integrate their understanding of Islamic values and culture into their everyday school life.</li><li>During international days or cultural weeks, students enthusiastically dress in traditional attire, share foods from different cultures, and perform dances or songs representing diverse backgrounds. In a Year 5 Urdu lesson, students discussed about Haq Al Laila, <del>Holi</del> Christmas, Halloween, the Islamic calendar and other events. They described how the UAE National Day is celebrated. The Students' Council shared their experiences of celebrating with their Pakistani, Sri Lankan, Bangladeshi, and Turkmenistan friends.</li></ul>				
<b>Social responsibility and innovation skills</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>Students actively volunteer to help in the school through roles such as monitoring behaviour at playtime. They participate in some initiatives to promote health issues by conducting campaigns on cancer awareness, cleanliness drives, sustainability and world environment day. During the Holy Month of Ramadan, they donate to the workers at the construction sites and malls.</li><li>In Phase 1, students take pride in maintaining their classrooms' cleanliness and diligently follow their teachers' instructions. In Phase 2, students pledge to uphold class rules daily and strive to adhere to them while generously sharing their possessions. Students in Phase 3 actively participate in entrepreneurial events, selling food at their class stalls during cultural weeks. Activities to develop students' innovation skills are less well developed across the school.</li><li>Students are engaged in a few activities promoting environmental awareness and sustainability in their school. They make a habit of switching off lights and air conditioners when not in use, and they take responsibility for setting up their desks before leaving the</li></ul>				

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school and participate in the school's cleanliness drives. They are conscientious of not wasting water and food. The school's Environment Club has created some projects focused on sustainable cities and the concepts of reuse, recycle, and reduce. Through these projects, younger students are taught about the importance of protecting the environment.

#### Areas of Strength:

- Students' respect and attitudes towards learning, their peers and teachers.
- Students' volunteering roles in maintaining discipline and good behaviour.
- Students' understanding of the values of Islam and UAE culture and heritage.

#### Areas for Improvement:

- Students' attendance across the school.
- Students' knowledge and understanding of different cultures and heritage across the school.
- Students' innovation skills across the school.

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

**The quality of teaching and assessment is acceptable overall.**

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Acceptable	Acceptable	Acceptable	N/A

- The overall quality of teaching and assessment is acceptable across all phases and subjects, except in Phase 3 Islamic education where it is good. Most teachers have secure subject knowledge. In Phases 1 and 2, teachers' knowledge of how young children learn and how to support the learning of students with English as an additional language is less developed.
- Teachers plan lessons in detail although lessons are sometimes not implemented as planned. There are insufficient activities to engage students in discussions and collaborative work, particularly in Phases 1 and 2. Planning occasionally identifies different activities for groups of students including lower and higher attainers. Lower attainers are not effectively supported with appropriate resources to help them to achieve the learning objective. Similarly, higher attainers are not always appropriately challenged to develop deeper learning.



- The classroom environment adequately supports learning with some useful information displayed. In most lesson, visual and audio-visual aids, such as pictures and videos, are used to engage pupils in learning. Resources are not always used effectively to enable better than expected progress or to develop students' independent learning skills.
- Teachers have positive interactions with students so that they are motivated to learn. They ask questions to check understanding but often accept chorus or one-word answers. Teachers infrequently ask questions to encourage students to predict, estimate, hypothesise or find things out for themselves. There are insufficient opportunities for partner talk or collaborative learning. In Phase 3, Islamic education, pupils engage in dialogue, to deepen learning.

Assessment	Acceptable	Acceptable	Acceptable	N/A
<ul style="list-style-type: none"><li>• The school carries out internal assessments regularly in the core subjects. Attainment data is used to determine trends over time. Data analysis is shared with teachers. The school benchmarks students' academic progress and attainment against appropriate international examinations.</li><li>• Teachers do not regularly assess students' progress against curriculum objectives during lessons. Data from assessment tests is infrequently used to adapt teaching and the curriculum effectively. Students with learning needs and higher attainers are not supported as well as they can be.</li><li>• Teachers have a general understanding of students' abilities. They offer praise and provide simple feedback in lessons and in students' class books. The feedback they provide, does not offer clear next steps so that students know how to improve. There is little evidence of self-assessment in lessons or students' class books. There are few opportunities for students to draft, edit or improve their work to enable their better progress.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Teachers' positive interactions with students.</li><li>• The collection, analysis and sharing of data with relevant stakeholders.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• Teachers' knowledge of appropriate strategies for teaching younger students and those with English as a second language, across Phases 1 and 2.</li><li>• Teachers' questioning techniques to deepen, extend and assess learning across all phases.</li><li>• Teachers' understanding of how to measure and track progress against curriculum objectives in lessons across the school.</li></ul>				

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## PERFORMANCE STANDARD 4: CURRICULUM

**The quality of the curriculum is acceptable overall.**

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Curriculum design and implementation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>The curriculum is relevant, and for most year groups, the curriculum is sufficiently broad, across Phases 2 and 3, with the inclusion of PE, art, Hindi, Urdu, ethics and ICT. In Year 1, the breadth of the curriculum is more limited than that of other year groups in Phase 2. The curriculum is based on the Cambridge framework, combined with Ministry of Education (MoE) curriculum for Arabic-medium subjects. The time allocated to core subjects does not allow effective coverage of content. ASL does not comply with MoE requirements. There is an appropriate balance between the acquisition of knowledge, skills and understanding.</li><li>The Phase 1 curriculum is planned in accordance with the English Early Learning Goals and provides children with a positive and co-ordinated transition into Year 1. There are strong links with other schools to support transition, at the end of Year 7.</li><li>The curriculum is reviewed each term and provides continuity and progression in learning between phases. The review reflects on the coverage of each subject and the impact on students' learning. Changes to the curriculum are carefully considered and curriculum review has developed well over the past year. The curriculum provides opportunities for students to make cross-curricular links in their learning which are particularly evident across Arabic medium subjects. Opportunities to develop English language skills are missed in other core subject areas.</li></ul>				
<b>Curriculum adaptation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>In all phases, the curriculum is planned to meet the learning needs of most students. Steps are taken to identify and support students with SEN and the more able. This support is not provided consistently across the school.</li><li>The curriculum is enhanced through extra-curricular activities including drama, debate and role play, which are promoted through special activity weeks and break time activities. Opportunities for students to engage in activities that promote enterprise, innovation and creativity are limited.</li></ul>				

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- Teachers make adaptations to their lessons to develop students' understanding of UAE culture and society across all phases. Students engage in community activities and national celebrations including Flag Day and National Day celebrations which promote their awareness and appreciation of UAE culture and heritage.

**Areas of Strength:**

- Curriculum planning and review that ensures continuity and progression across the school.
- Students' understanding of UAE's culture and heritage across all phases.

**Areas for Improvement:**

- Additional time for teaching in ASL to ensure compliance with MoE requirements.
- Provision of a curriculum in Year 1 that is broad and balanced.
- Curriculum modification to meet the needs of all students.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>Staff ensure that students are always safe. Safeguarding policies and procedures are communicated directly to staff and parents through electronic systems. Protocols are in place to protect students from all forms of bullying. During most classes, teachers manage student behaviour effectively. A large majority of students reported that they feel safe in school and are confident to confide in an adult if they have any concerns.</li><li>Systematic records, of all aspects of student's health, safety and wellbeing are maintained. Policies are reviewed regularly. Training sessions are held to ensure all staff are kept up to date. Potential risks are assessed and recorded. Risk assessments are carried out for all school activities, including external visits. Regular fire drills and evacuation procedures are carried out and the school transport routines are robust and safe. In general, the premises is suited to the educational needs of most students. Relevant medical information on students is shared, when appropriate to ensure the safeguarding of all students. Classroom spaces throughout the school are not sufficiently spacious to fully support activity-based learning or the number of enrolled students. The school has a shaded play area with apparatus suitable for younger students. Many areas in the older school buildings need of upgrade and maintenance.</li><li>There is only 1 full-time nurse employed. The nurse provides advice, support and instruction about healthy lifestyles and healthy diets. She carries out routine checks and maintains detailed records.</li></ul>				
<b>Care and support</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>Staff have positive relationships with all students. Systems and procedures for managing students' behaviour are developed and implemented by the SLT, a team of senior teachers and the counsellor. Classroom rules are shared by teachers during lessons encouraging</li></ul>				



appropriate behaviour. Parents are knowledgeable about the rewards and sanctions policy, and they motivate their children to behave well.

- The school has systems and approaches for monitoring and promoting attendance and punctuality. Regular monitoring of the late comers and absentees, through a messaging application and motivational, awards and certificates, have improved the attendance of students across all phases. Students with high attendance and good behaviour are acknowledged in assemblies. The school approach is not yet having the desired impact.
- Systems to identify students with SEN are insufficiently effective. The identification process for those students who are gifted and talented (G&T) is yet to be formalised. The school is gathering some diagnostic data to aid identification of those who need support or additional challenge.
- The school supports students with SEN through specific, individual education plans (IEPs), which include a few modified lesson objectives and accommodation strategies. There are no additional personnel to support learning in lessons. In some classes, the informal buddy support system encourages peer collaboration and social integration. In mathematics and science, G&T students have some opportunities to engage in flip lessons and act as the teacher, as well as leading some extra-curricular activities.
- Teachers discuss wellbeing in class and foster positive teacher-student relationships. The counsellor and the safeguarding team are available as need arises. A very recent initiative is Saturday classes for students who need additional support. The school does not maintain the destination data or the details of students when they leave the school.

#### **Areas of Strength:**

- The well managed school transport system.
- The school's success in establishing a nurturing educational environment.

#### **Areas for Improvement:**

- Systems to improve students' attendance.
- Systems to identify students with SEN and those students who are G&T.
- Systems to support students with SEN and to extend the levels of challenge for 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 principal sets a clear vision for the school in terms of nurturing and safeguarding students. The school's published vision is historical and does not clearly align with that of the UAE. The school's Senior Leadership Team (SLT) have varied leadership experience and a large minority are new to post. Relations between them are professional and communication is effective, often through digital communication applications. SLT and department meetings are regular, and records are kept of the discussions. They focus on the school's key purpose of improvement.
- Roles and responsibilities have not been defined for the SLT. Leaders are fully committed to school improvement and their own professional development. Given the difficulties that the school faces, they are continuing to improve some aspects of school performance. This was confirmed by the group of parents interviewed as part of the review.

#### Self-evaluation and improvement planning

#### Acceptable

- The SLT created the school's self-evaluation form (SEF) with support from the school improvement adviser. It made good use of student assessment data and is remarkably accurate. The document is well-written. It cites evidence and next steps and links well with the school improvement planning (SIP). It has not been shared outside the SLT. Senior leaders are responsible for monitoring and evaluating progress in lessons. There is a common instrument to measure progress. The monitoring focus is on teaching rather than the progress that students are making. Despite this, the school has accurately judged progress, across all subjects and phases. The SEF is used to create the SIP which contains measurable goals and sub-goals, actions, responsibilities and timelines. It makes some reference to the previous external review. There is no formal systems for monitoring the SIP. Although a numbers of leaders, including the principal, are new, there have been some improvements to the school. These relate mainly to the school's infrastructure. In response to two of the recommendations last year, assessment practices of gathering, analysing and sharing data have improved. In relation to providing opportunities for students to take responsibility, several lunchtime clubs are run by students. Improvements to students' achievements are hindered by the high turnover of teachers.



<b>Partnerships with parents and the community</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>Parents have some involvement with the school. There is a Parents' Council. It is consulted upon over several initiatives and as a result changes have taken place. Digital messaging applications are used to inform parents. Parents report that there is ready access to the staff, usually through the school supervisors. The principal surveys parents. Surveys have included seeking feedback on the quality of teaching and school uniforms.</li><li>Parents regularly receive reports about their children's learning. Videos of students' recent activities are posted on the school's website. As a way of engaging parents in their children's education, the school hosts monthly parent and teacher meetings at the weekend. An annual, digital report card details students' academic achievement. There are few appropriate links with other schools.</li></ul>	
<b>Governance</b>	<b>Weak</b>
<ul style="list-style-type: none"><li>The school's governing body is new. It comprises of a member of the community, a senior teacher and two parents, but not the principal. It has met once. No reports have been received by the governing body and no date has been set for a subsequent meeting. As a result, the governing body does not have a detailed picture of the school and is not able to fulfil its responsibilities. It is unable to hold the school's leaders to account for the school's performance and it is not in a strong position to support the school with its identified improvement priorities. The governing body is not able to ensure that the school has sufficient resources to address weaknesses or that the school is compliant with all statutory requirements. Although it is too early for the governing body to impact on school direction and guidance, an important first step has been taken.</li></ul>	
<b>Management, staffing, facilities and resources</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>Most school procedures and routines are effective. The day to day running of the school is smooth. Responses to the review team's requests were dealt with promptly. There is sufficiency of teachers. They all receive training from the school and from SPEA. This is a strategic priority in the SIP. The high degree of teachers' turnover impacts on developing teachers' skills and understanding. The school site is compact and cannot be expanded. The condition of the building is clean at the start of the day. The learning areas are small for the number of students using them. They do not facilitate teachers' movement or active student learning. School leaders make creative use of the existing facilities. There are few specialist</li></ul>	

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areas such as a carpeted yard for sport, a clinic and a new science laboratory which needs further equipment. Improvements have been made to shading, security with 52 CCTV cameras and a children's play area. The upper floors are not accessible to students with mobility problems. The school operates a Bring Your Own Device to school. Some tablets are also available in classrooms. Resources are limited in all areas of the school. Students do have text books, and most classrooms have interactive whiteboards. The library has a small selection of fiction books and many of those are in a poor condition. Their condition does not promote the development of reading skills or a love for books. The Arabic selection is extremely limited. There is little to support the learning of English as an additional language.

**Areas of Strength:**

- School leaders' commitment to improvement.
- The establishment of a community school, which seeks to value all its members.
- The quality of the SEF and SIP.

**Areas for Improvement:**

- The alignment of the school's mission and vision to the UAE's vision for education
- The effective and regular monitoring of the progress of students in lessons and in their assessments.
- Relationships with other schools and organisations to support students' learning and development.
- The effectiveness of the newly formed governing body.
- The range of resources to support students' learning.



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- The school employs 8 Arabic teachers and no teaching assistants, maintaining a teacher-to-student ratio of 1:138 Arabic is not taught in Phase 1.
- The school has one library, housing 85 Arabic books, including 39 fiction and 46 non-fiction titles.
- Students visit the library during the week. There is no system for borrowing books. Primary students have access to dictionaries, videos, audio stories in the class room, educational electronic games, links to other digital communication and interactive applications.
- Teachers upload materials on these digital communication applications for students and their parents. Regular feedback is given to parents through a student diary. There are monthly parent and teacher meetings. Parents do not participate in reading Arabic stories to students in the school.

### The school's use of external benchmarking data

- All eligible students participate in the appropriate international benchmarking tests as required by SPEA. These include CAT 4 for Years 4 and 6, Arabic IBT and Progress Tests in English, mathematics and science.
- Teachers have begun to use external benchmarking data to review and adapt internal examinations and tests. They use similar styles of questioning in internal examinations so that students become more adept at addressing these. This has resulted in small improvements in progress tests in English, mathematics and science.
- Results from international examinations are shared with teachers and students.
- The results are sent electronically to parents and followed up with a discussion, when necessary. External benchmark test results are not currently shared alongside internal data on students' report cards.

### Provision for Phase 1

- Phase 1 has a total of 130 students and 5 teachers. The teachers work across the phase and teach English, mathematics, science, expressive art and design, dance, PE and an introduction to UAE studies. No specialist teachers work in Phase 1. The teacher to student ratio in FS is 1:26. There are two support staff based in FS2.
- The school has a dedicated area for FS2 children, with adjacent classrooms and an activity centre. Classrooms are relatively small. Washrooms are in the corridor adjacent to the classrooms and monitored by 2 support staff. Each classroom has an interactive white board and is an attractive learning environment with teacher-generated illustrative materials in designated areas for English, mathematics and science. Wide corridors provide ease of access to classrooms and storage areas for children's workbooks. No specialist classrooms

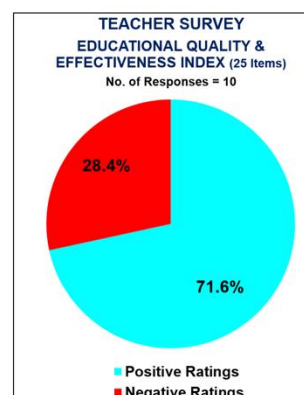
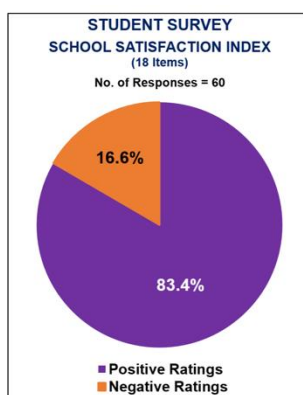
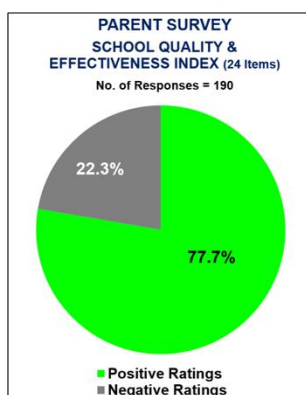
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are available for PE or art. The activity room is used for free play and displays of UAE social studies materials.

- There are two large playgrounds, one with soft surfaces and a range of play equipment. Additionally, there is a garden area for children to explore.
- There are effective induction arrangements when children start school and for their transition to Year 1. These are communicated to parents. End of term assessments of Phase 1 children check their readiness for Year 1. Meetings are held monthly and at the end of term to inform parents of their children's learning progress. The school provides child and parent orientation weeks at the beginning of the first term in Phase 1. Teachers share student profiles and progress data with Year 1 teachers as part of the transition process to Phase 2.

## VIEWS OF STAKEHOLDERS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise students' achievement across all subjects, particularly in English in Phase 2, by:
  - using analysed data, in the planning and delivery of lessons, to meet the needs of different groups of students.
  - identifying and effectively supporting and challenging those students with SEN and the G&T students.
  - ensuring compliance in ASL.
  - targeting questions to individual students, to prompt their deeper understanding and to enable teachers to accurately assess students' learning.
  - improving students' abilities to know how well they are doing and in understanding their next steps in learning.

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- developing strategies for the teaching of additional languages to learners as well as opportunities for students to practice their English language skills across all subjects.

- Improve the effectiveness of leaders by:
  - reviewing the school's mission and vision and aligning it clearly to that of the UAE.
  - reviewing the school improvement plan systematically and regularly, taking appropriate actions when necessary
  - enabling governance to be well-informed.
  - ensuring the time given to students' learning is in line with the aims of the school's stated curriculum.

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](mailto:quality.assurance@spea.shj.ae) within three weeks of receiving this report.