ITQAN
Programme

SHARJAH PRIVATE EDUCATION AUTHORITY
هيئة الشارقة للتعليم الخاص

School Performance Review (SPR) Report

Al Bayan National School
11 – 14 March 2024

Overall Effectiveness: ACCEPTABLE

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11 - 14 March 2024**

PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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

THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

Performance Standard 2: Students' personal and social development, and their innovation skills, comprising:
- PI 2.1 Personal development
- PI 2.2 Understanding of Islamic values and awareness of Emirati and world cultures
- PI 2.3 Social responsibility and innovation skills

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:
- PI 4.1 Curriculum design and implementation
- PI 4.2 Curriculum adaptation

Performance Standard 5: The protection, care, guidance and support of students, comprising:
- PI 5.1 Health and safety, including arrangements for child protection/safeguarding
- PI 5.2 Care and support

Performance Standard 6. Leadership and management, comprising:

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

Judgements

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

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

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

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

SCHOOL INFORMATION

School		
	School ID	204
	School location	Al Hazana, Sharjah
	Establishment date	2014
	Language of instruction	Arabic
	School curriculum	Ministry of Education (MoE)
	Accreditation body	-
	Examination Board	MoE
	National Agenda Benchmark Tests/ International assessment	IBT, TALA, Mubakkir
	Fee range	5255 - 8936 AED
Staff	Principal	Ghada Yaseen Khataybeh
	Chair of Board of Governors	Shaikha Alia Faisal Khalid Mohammad Al Qasmi
	Total number of teachers	47
	Total number of teaching assistants	0
	Turnover rate	85%
	Main nationality of teachers	Egyptian
Students	Teacher: student ratio	1:15
	Total number of students	728
	Total number of students per cycle	KG: 202 Cycle 1: 374 Cycle 2: 137 Cycle 3: 15
	Number of Emirati students	5
	Number of Emirati students per cycle	KG: 2 Cycle 1: 3
	KG: number and gender	Boys: 92 Girls: 110
	Cycle 1: number and gender	Boys: 174 Girls: 200
	Cycle 2: number and gender	Boys: 0 Girls: 137
	Cycle 3 number and gender	Boys: 0 Girls: 15
	Nationality groups	1. Sudanese
		2. Comorian
	Total number of students with special educational needs	5

PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	**ACCEPTABLE**

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 130 lesson observations, 38 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. The quality of leadership and management is acceptable overall. There has been a lack of stability at the school. The principal, senior leaders, and most of the teaching staff joined the school at the beginning or in the course of the current academic year. As a result of this high level of turnover of staff, the school has managed only to sustain students' outcomes. Other than in English in Cycle 3, where progress is acceptable and attainment weak, progress and attainment in all core subjects, in all cycles are acceptable. The quality of teaching, learning and assessment, and curriculum design and adaptation, are all acceptable. All aspects of students' personal development, including their understanding of Islamic and social responsibility are good. Arrangements for health and safety, including child protection and safeguarding, are acceptable. Care and support are weak. Not enough support is provided for students who have recently joined the school including non-native Arabic speakers, students with special educational needs (SEN) and those gifted and talented (G&T). Links with parents are good.

KEY AREAS OF STRENGTH:
- Students' personal and social development and their engagement with the community.
- Student's understanding and respect for Islamic values and Emirati culture.
- Partnerships with parents.

KEY AREAS FOR IMPROVEMENT:
- Progress and attainment in all core subjects in all cycles.
- The quality of teaching and support to meet students' differing needs and abilities.
- The capacity of leaders at all levels to drive improvement in their areas of responsibility.
- The influence of governors on the school's performance, by providing senior leaders with an appropriate level of challenge and support.
- The availability and use of resources to support teaching and learning.

MAIN REVIEW REPORT
PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.					
Indicators:		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as an additional Language)	**Attainment**	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Social Studies	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
English	**Attainment**	Acceptable	Acceptable	Acceptable	Weak
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable

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Islamic Education	• Students' achievement in Islamic Education is acceptable overall. In lessons and in their work, most students make expected progress. This does not match the school's internal progress data which shows higher progress. • Internal assessment data indicates that attainment is outstanding overall. This is not aligned with what is seen in lessons and in students' workbooks, which shows that the attainment of most students is in line with curriculum standards. There is no external data for Islamic Education. • Overall, students make acceptable progress in Islamic Education across the school. All students, including children in KG, develop their understanding of the application of Islamic etiquettes and morals in daily life contexts. Their memorisation and recitation of the short Holy Qur'an Surah's is less well developed. In Cycle 1, students develop acceptable knowledge and appreciation of the Pillars of Islam and main worships. Their ability to interpret the Holy Qur'an verses and the Noble Hadeeth and explain the deeper meanings are developing. In Cycle 2, students have an acceptable knowledge of the Prophet Muhammad's (PBUH) biography and companions. Their ability to draw inferences from the Holy Qur'an and Noble Hadeeth is limited. In Cycle 3, students are able to identify and apply the Tajweed rules when reciting the Holy Qur'an. Their understanding and use of Islamic rulings and legislation are less well developed. • Most groups of students make the expected progress. In lower grades in Cycle 1, girls make better progress than boys. Some non-Arab students are making less than the expected progress.

Areas of Strength	Areas for Improvement
• Students' understanding and application of Islamic manners and morals in all cycles. • Students' skills in identifying and applying the Tajweed rules in Cycle 3.	• In Cycle 1, students' ability to interpret the Holy Qur'an verses and Noble Hadeeth. • In Cycle 2, students' ability to draw inferences from the Holy Qur'an and Noble Hadeeth. • Student' understanding and use of Islamic rulings and legislation in Cycle 3.

Arabic	• Students' achievement in Arabic as a First Language (AFL) is acceptable in KG and across all cycles. In lessons and in their work, students make acceptable progress from their starting points. • Internal assessment data shows attainment as outstanding across the school. This does not match with what is seen in lessons and students' work, which show students' attainment as acceptable in all cycles. • Overall, students demonstrate adequate listening, comprehension and reading skills. Students' writing in different contexts and their speaking skills are less well developed. In KG, children can communicate their understanding using basic words. They can recognise letters. Children can write their first name and differentiate between the short and long sounds of letters. In Cycle 1, students speak with increased confidence. They are able to understand the simple texts and write using simple sentences. In Cycles 2 and 3, students make good progress in reading fluency and accuracy, but extended writing skills are limited. Speaking skills and conversation develop well, overall. Most students in all cycles struggle to speak in standard Arabic. • Most groups of students make acceptable progress. High attainers are not sufficiently challenged across the school, and low attainers are not effectively supported in lessons. Students who are non-native speakers and only offered AFL classes as there is no Arabic as Second Language (ASL), are not making the expected progress.

Areas of Strength	**Areas for Improvement**
• The development of children's basic language skills in KG. • Students' reading skills in Cycle 2 and 3.	• Students' extended writing skills across all cycles. • Students' speaking skills using standard Arabic in Cycles 1, 2 and 3. • The progress of non-native Arabic speakers.

Social Studies	• Students' achievement in social studies is acceptable overall. In lessons and in their work, most students make progress in line with curriculum expectations. This does not match with the school's internal data, which shows students make outstanding progress across all cycles. • The school's internal assessment data shows that students' attainment is outstanding in KG and all cycles. This does not match what was seen in lessons and in students' work, where most students attain in line with curriculum standards. There is no external data for social studies. • Overall, students make acceptable progress in social studies. In KG, children develop an understanding of the culture and values of the UAE. They can recognise units of currency, differentiate traditional clothes and recognise the symbolism of a falcon in the UAE. A few children have an underdeveloped knowledge of the features of the UAE. Students in Cycle 1 are able to comprehend and make comparisons between maritime, air and land transport. In Cycle 2 and 3, students understand the geographical features of the UAE and can read a map. They are able to link what they see in the map to the real world when identifying key landmarks. In all cycles, students do not make sufficient use of technology to support learning and research. • Overall, most groups of students make expected progress. Students who are non-native Arabic speakers are not making the expected progress.

Areas of Strength	Areas for Improvement
• KG children's developing understanding of the culture, heritage and values of the UAE. • Students' knowledge of the geography of the UAE in Cycle 2 and 3.	• KG children's knowledge of UAE features. • Student's use of technology to support their learning in all cycles. • The progress of non-native Arabic speakers.

English	• Students' overall achievement in English is acceptable. In KG and across all cycles, students make acceptable progress in their coursework and lessons from their starting points. This contradicts the school's internal assessments. These show students' progress in Cycle 1 to be very good, with weak progress in Cycles 2 and 3. • The school's internal assessment data shows attainment in KG and all cycles to be above what was observed in classrooms and students' work. These show attainment to be weak in Cycle 3 and in line with curriculum expectations in KG and Cycles 1 and 2. The external International Benchmark Test (IBT) results are weak in all cycles. • Across all cycles students are expanding their vocabulary and understanding of grammar. Speaking skills are a developing area across all cycles. Children enter KG with different English language backgrounds. They develop an understanding of letters and sounds, and related vocabulary. There is a continuing focus on the development of reading and writing. In Cycle 1, students continue to refine their listening and speaking skills and practice the rules of English grammar. They develop a basic understanding of simple short texts. With the support of their teachers, students in Cycle 2 compose short paragraphs describing themselves or the weather. The small cohort of students in Cycle 3 express their goals and vision verbally with limited accuracy and fluency. They have difficulty writing essays independently on contemporary topics and in being creative, • Although all groups of students make at least expected progress, girls make better progress than boys.

Areas of Strength	**Areas for Improvement**
• The development of children's understanding of letters and sounds in KG. • Students' expanding vocabulary and understanding of grammar in all cycles.	• Students' speaking skills in all cycles. • Students understanding of simple short texts in Cycle 1. • Students' independent and creative writing skills in Cycle 3.

Mathematics	• Students' achievement in mathematics is acceptable overall. In lessons and students' work, most students make expected progress in all cycles. This does not match with the school's internal data, which indicates that students make good progress in all cycles. • Internal assessment data indicates attainment is outstanding in all cycles. This is not seen in lessons and students' work, where most students attain levels in line with curriculum standards. The IBT results for 2023 shows that attainment is below average. • In lessons and in their recent work, most children in KG can count numbers up to 20 and order simple numerals correctly. They use language such as 'more' and 'less'. A few cannot write numbers correctly. Students in Cycle 1 develop mental arithmetic skills for basic mathematical operations like addition and subtraction. Their multiplication skills are less developed. In Cycle 2, students solve problems involving algebraic and linear expressions. In Cycle 3, students can simplify equations and radical expressions. In Cycles 2 and 3, in particular, students lack confidence when solving mathematical problems that require critical thinking and problem-solving skills. Most students across the school make expected progress. Non-native Arabic speakers are not making the expected progress.

Areas of Strength	Areas for Improvement
• KG children's basic mathematical skills in counting numbers up to 20. • Students' ability to solve basic problems including algebra and linear expressions in Cycle 2 and 3.	• Children's' ability to write numbers correctly in KG. • Students' multiplication skills in Cycle 1. • Students' mathematical reasoning and application of relevant knowledge in problem-solving in Cycles 2 and 3.

Science	- Students' achievement in science is acceptable overall. In lessons and in their work, most students make expected progress. This doesn't match the school's internal progress data which shows higher progress.
	- The IBT data for Grades 3 to 9 indicates that attainment is below average national and international standards. In lessons and in students' work, most students' attainment levels are acceptable.
	- Overall, students make acceptable progress in science across the school. Children in KG develop their knowledge and understanding of life and Earth sciences. They can name and order the planets in the solar system. In Cycle 1, Grade 3 students measure the mass of different objects in different ways. In Cycle 2, students build the ability to apply their scientific knowledge to real life contexts. Their ability to draw conclusions and communicate ideas is not as well developed. In Cycle 3, students can make predictions, explain their reasoning, and communicate their ideas with confidence. The development of critical thinking and problem-solving skills are acceptable. In all cycles, students have few opportunities to engage in practical laboratory work or independent enquiry and research. This limits the development of their wider understanding of scientific concepts.
	- Most groups of students make the expected progress. High-achieving students do not consistently make the progress they are capable of.

Areas of Strength	Areas for Improvement
- Children's knowledge and understanding of life and Earth sciences in KG. - Students' confidence in making predictions, explaining their reasoning, and communicating their ideas in Cycle 3.	- Students' ability to draw conclusions and communicate ideas in Cycle 2. - Students' practical laboratory work and independent enquiry and research skills in all cycles. - Students' development of a wider understanding of scientific concepts in all cycles.

Other subjects	- Students' achievement in the other subjects is acceptable overall. In lessons and in their work, most children and students make acceptable progress in KG and in all three cycles. - There are no external assessments for physical education (PE), computer, creative, design, innovation (CCDI), music and art. Internal assessments are only available for CCDI. The results of these assessments are above what was observed in lessons. - Most students make acceptable progress. In PE, most students in Cycle 1 are developing their balancing and coordination skills. In Cycle 2, most students identify the correct standing posture when throwing a basketball. In CCDI, few Cycle 2 students are able to identify the difference between a micro controller and an embedded system. In Grade 7, most students used the appropriate software to successfully design circuits. In art, in all cycles, students express their creativity in designing Ramadan greetings using different elements, such as, the crescent and the mosque. Few students are able to colour using an appropriate pencil stroke. In music, students in Cycle 1 and 2 are developing an understanding of the musical scale. - In Cycle 1, girls are more engaged in art than boys. In all cycles, high achievers are not sufficiently challenged, especially in CCDI.

Areas of Strength	**Areas for Improvement**
- Cycle 1 students' perseverance in achieving balance and stability in PE. - Across all cycles, students' passion when producing artistic pieces, particularly Cycle 1 girls.	- Across all cycles, students' ability to use colour pencil skills in art. - Cycle 2 students CCDI skills. - The level of challenge in the work presented to higher achievers in CCDI.

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Learning Skills	• Students' learning skills are acceptable overall. Their ability to learn independently develops as they move through the grades, but few are able to take responsibility for their own learning. Most students show that they are willing to make improvements to their work in response to teachers' feedback.
	• Students' engagement in learning is evident in the majority of lessons. They are more focused when engaged in practical activities. In a few instances, students work collaboratively in small groups. Students across all cycles communicate more fluently in Arabic than English. Students in the upper grades articulate their ideas and present their views in presentations and in debates confidently in Arabic.
	• Students' application of their learning to the real world is only done when prompted by the teacher. In English, students write about the weather and technology. In science, they connect genetics to resemblances in the family. In Islamic Education students share their practices during Ramadan. In mathematics, students link patterns to population growth in China. Students miss opportunities for extended learning particularly in other subjects.
	• The use of technology to support learning and research is not a feature of the school. Independent learning and critical thinking are less developed features. Most learning is teacher-directed that offers little room for self-direction and creativity.

Areas of Strength	Areas for Improvement
• Students' interest and positive attitudes towards learning in all cycles. • Students' communication skills in Arabic across all cycles.	• Self-directed learning and critical thinking across the school. • Students' application of learning to the real world and links with other subjects across the school. • Students' collaborative working across all subjects.

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 and their innovation skills are good overall.
- Students are self-disciplined and respond well to others. They are willing to give and receive critical feedback. Their good behaviour is influential across the school. They are sensitive to the needs of others, including those with SEN. They are caring and considerate, showing empathy towards their fellow students and staff.
- Students' respectfulness is evident in the harmonious atmosphere and the positive relations amongst students and with their teachers. Some boys in the lower grades in Cycle 1, do not always take enough responsibility for their own behaviour.
- Students are keen to follow safe and healthy lifestyles. They usually make healthy food choices and exercise regularly. Attendance at 95% is good, and all students are punctual in arriving at school and for most lessons throughout the day. Attendance of students in the lower grades during the examination period was very weak.

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

- Students exhibit a strong understanding of Islamic values, such as tolerance and respect. They possess a secure understanding of their significance and influence on daily life in the UAE. They celebrate, the Haq Al Laila and the Prophet Muhammad's (PBUH) birthday and participate in the Holy Qur'an recitation competition Wa Rattel.
- Students acknowledge and appreciate the value of Emirati heritage and culture, demonstrating awareness and understanding of their significance to the people of the UAE. They celebrate Flag Day and frequently go on visits to traditional sites and the Sharjah Museum.

- Students have a secure understanding of their own cultures, which they occasionally celebrate. Whilst they are aware of cultural diversity worldwide, their knowledge of global cultures is limited. They celebrate similarities and differences in the cultural open day at the school.

Social responsibility and innovation skills	Good	Good	Good	Good

- Students contribute to the life of the school and the wider community through their Student Council and the Scouts. They participate in fundraising campaigns for the Emirati Red Crescent such as Ataa' Al-Khair and Basmat Amal. They also visit a home for the elderly.
- Most students display a secure work ethic. Across all grades, few students are encouraged to be innovative and creative. When given the opportunity they display these skills in their own projects, for example, in generating electricity from salt water and making models and bags from recycled materials.
- Students show a good understanding of environmental sustainability. Their strong level of environmental awareness is evident in their involvement in recycling activities and taking care of the school and community environment. They planted the national Ghaf tree in the school, regularly water all plants in the garden and engage in community beach cleaning.

Areas of Strength:

- Students' self-discipline and their positive response when dealing with others.
- Students understanding of Islamic values and their influence on the life in UAE, and their awareness and appreciation of UAE culture and heritage.

Areas for Improvement:

- The behaviour of a few boys in the lower grades of Cycle 1.
- Students' awareness of other world cultures.
- Th development of innovative and creative skills in all cycles.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

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

- Teachers consistently show sufficient subject knowledge, particularly in Cycles 2 and 3. Teachers and are generally aware of how students learn. They engage students at suitable levels by using different strategies and giving relevant examples. Few lessons across the school are planned effectively with clear learning objectives, resources, and activities.
- Teachers have positive relationships with students. Students are encouraged to learn from their mistakes. Classrooms are not always stimulating for learning. They have few displays of key concepts and few examples of students' work.
- In the better lessons, questioning and dialogue make students think and inquire This is not consistent across subjects and grades.
- Students are seldom challenged to their full potential. Given the high turnover of teachers, teachers' understanding of students' needs is limited. As a result, learning activities are not always well matched to their needs and abilities. The provision of activities that require students' opportunities to think critically are random and inconsistent.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Internal assessments are structured and generally organised. The processes are in place, but assessments are not always accurate. As a result, students' progress is not effectively tracked. The analysis of assessment data is developing. The information is used at a basic level to broadly categorise students, leading to limited modification of teaching strategies.
- Almost all the eligible students take the external benchmark tests. Not enough use is made of the outcomes of these tests for grouping students or the modification of teaching strategies. In the better lessons, teachers make use of differentiated worksheets.
- Teachers have only a nominal knowledge of their students as the majority of students and teachers are new to the school. Students' work is generally marked with encouraging comments. In Arabic, particularly in Cycle 3, teachers provide constructive feedback. In most subjects, no further feedback is provided on how students can improve their work.

Areas of Strength:

- Teachers' positive relationship with students.
- Teachers' subject specific expertise, particularly in Cycles 2 and 3.

Areas for Improvement:

- The quality and consistency of teaching, and higher expectations across the school.
- The accuracy and use of assessment data.
- Questioning skills to improve critical thinking and independent learning.

PERFORMANCE STANDARD 4:
CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The school curriculum is reasonably broad and balanced and identifies the skills, knowledge and understanding to be developed. It follows the MoE requirements and is aligned to meet UAE National Agenda.
- The curriculum is designed and planned to help students build on their previous learning, and there is adequate progression in most key subjects, especially in Arabic. Students in Cycles 2 and 3 are adequately prepared, both academically and personally, for the next stage of their education. The transition of children from KG to Cycle 1 does not consistently ensure adequate progression.
- Curricular options provide older students with some choices. The school offers CCDI, music, art and PE across all cycles. Some cross-curricular links are planned to assist students' transfer of learning between subjects. The implementation of these links is inconsistent.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- Curriculum adaptations do not always meet the needs of students, especially higher-attaining students and those with SEN. Modifications are more effective in Cycle 3 where there is more attention to students' needs.
- The curriculum provides a few opportunities for innovation, entrepreneurship, and creativity. In social studies in Cycle 1 and 2, students' critical thinking and language skills are developed through debate and discussion. In Arabic in Cycle 3, students develop their confidence and presentation skills through poetry readings.
- The school provides a variety of learning experiences to enable students to develop an understanding of UAE values, culture and society. The school holds events highlighting the diverse nature of the UAE including food and clothes. Links with UAE culture and heritage are strongest in Islamic Education, Arabic, and social studies.

Areas of Strength:

- The continuity and progression in learning between Cycles 2 and 3.
- Planned links with the Emirate culture in Islamic Education, Arabic, and social studies.

Areas for Improvement:

- Continuity and progression from KG to Cycle 1.
- The review of the curriculum to better meet the academic and personal needs of all groups of students.

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

- Child protection and safeguarding arrangements are in place. Most staff, students and parents demonstrate knowledge of the safety polices, including those related to cyber security and bullying. Newly appointed staff have not received full training on safeguarding procedures. The school maintains records of incidents and a record of all staff and visitors who are involved with the school.
- The supervision of students on buses and around the school is appropriate. Procedures in relation to students' arrival and collection by parents are not fully supervised. The school medical staff ensures that all medical needs are met. All medicines are kept securely, and all staff know by whom it can be administered.
- The school supports healthy lifestyles through workshops involving students and parents. The school uses digital channels to share information and raise awareness.

Care and support	**Weak**	**Weak**	**Weak**	**Weak**

- Teachers know most of their students well and have some awareness of their wellbeing needs. This is limited because of the high turnover of teachers. The school behaviour policy is generally effective and shared with staff, students and parents.
- Records of incidents involving misbehaviour are not diligently maintained and analysed. Attendance procedures do not ensure regular attendance in the lower grades during the examination periods.
- The school is inclusive and the identification of students with SEN is in place. The provision to meet these student's individual needs is not fully established. The school is in the process of appointing a specialist teacher to support the two social workers.

- Individual educational plans (IEPs) have not been shared with all teachers to ensure support in all lessons. As a result, SEN students are not always making the progress they should. The support for high achievers and the gifted and talented (G&T) is not fully effective. The school has recently allocated a new room to improve provision for learning support.
- The medical staff, social workers and teachers monitor student's wellbeing. The advice students receive is inconsistent and based on individual support. Older students do not receive enough support as they choose between advanced and general streams.

Areas of Strength:

- The promotion of healthy lifestyles.
- The relationships of teachers with students.

Areas for Improvement:

- Regular safeguarding training for all staff on safeguarding and child protection procedures.
- The arrangements for the supervision for students' arrival and departure.
- Provision of appropriate support for higher attaining, G&T and SEN students to meet their needs in lessons.
- Guidance and support for students in Cycle 3 to support them in their option choices.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership	Acceptable

- School leaders are committed to the UAE National priorities. The newly appointed principal ensures that all in the school community are aware of the school's vision and mission. Most school leaders have a basic knowledge of best practices in teaching and learning. The recurrent changes in senior leadership have restricted school improvement. The principal is aware of the importance of ensuring stability in the teaching staff.
- Relationships and communication are professional. Although staff are aware of their roles, the lines of responsibility and not clear enough. Morale in the school is generally positive. The high turnover of teachers has slowed the sharing of expertise and improvement in the quality of teaching. The school leadership demonstrates an acceptable capacity to secure further improvements.

Self-evaluation and improvement planning	Acceptable

- The school self-evaluation processes are not sufficiently systematic and based on regular reviews and analyses of all internal and external performance data. Leaders monitor lessons but this does not focus clearly enough on the impact of teaching on students' progress. The school's improvement plans are not linked sufficiently to the SEF. The improvement targets are appropriate. Targets need to be more specific to allow the impact to be measured. The changes in leadership have limited progress in addressing the recommendations made in the last review.

Partnerships with parents and the community	Good

- The school is effective in engaging with parents. Their views are welcomed and obtained through formal surveys. Parents have positives views of their relationships with the school. Communication is effective, making good use of social media. Parents receive information about events and initiatives, and they actively support students during national events and

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celebrations. They have regular meetings with teachers and receive termly reports of their children's academic and personal progress. They appreciate the accessibility of the principal and the ease of contacting teachers.
- Links and partnerships with local schools have improved recently, enabling students to interact and staff to share experiences. There are links with local charities but few national and international links.

Governance	Weak

- The governing board includes the owners and dedicated members who oversee aspects of the school's operation. The board does not include members with educational expertise. Governors seek parents' views independently. Governors are in close communication with the school for administrative support. They have limited knowledge about the school's overall performance and adherence to statutory requirements. Continued instability in senior leadership and teaching staff has negatively impacted the pace of improvement. Governors have not ensured that the school has the human and physical resources needed to ensure sustained improvement in students' outcomes.

Management, staffing, facilities and resources	Acceptable

The school's daily procedures and routines are effectively organised. Teachers and students who are new to the school are supported as they become familiar with the daily routines. The school is adequately staffed at present with qualified teachers who are developing their understanding of the expectations of the UAE School Inspection Framework. There are no teaching assistants to support learning in KG. Professional development for all teaching staff is internal and limited. School leaders and teachers do not have the benefit of external training. The school's specialist facilities including a science and library facilities, are insufficient. Resources to support learning are limited.

Areas of Strength:

- Partnerships with parents.
- The commitment of the newly appointed leadership team.

Areas for Improvement:

- The capacity of all staff with leadership roles to drive improvement in their areas of responsibility.
- The accurate assessment of the school's performance through the SEF, leading to effective improvement planning.

- The support of governors in ensuring stability in staffing and the necessary facilities and resources to support teaching and learning.
- The provision of high-quality professional training for all staff.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 6 qualified Arabic language teachers. The teacher-student ratio is 1:121.
- There is 1 library for all cycles. The library has approximately 800 books in Arabic language covering diverse topics, with about 300 fiction and 500 non-fiction titles.
- A digital library, the Kutubi platform, has approximately 7,000 books accessible for all students. Every class is allocated a scheduled time in the library for reading and borrowing books. Comprehensive records of students who borrow books are kept and updated regularly. Students who borrow the most are recognised during special assemblies with awards.
- Students are encouraged to participate in competitions like the Arab Reading Challenge and the Arabic Literacy Talent Competition. These experiences foster students' love of Arabic and enhance their linguistic skills.

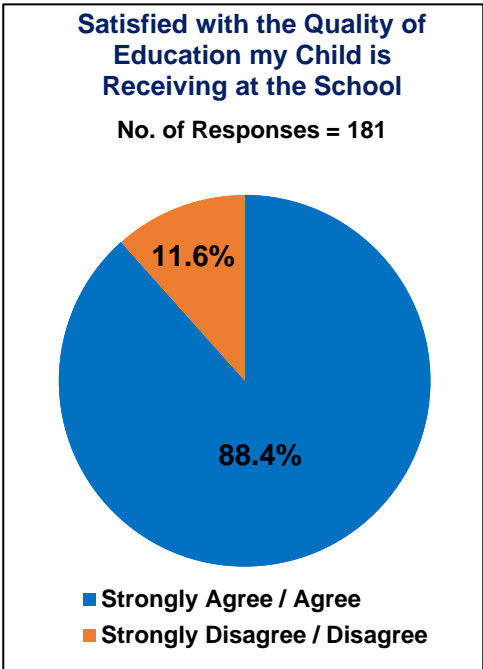## The school's use of external benchmarking data

- Almost all students from Grade 3 to 9 take the IBT test. The school does not take PISA or PIRLS.
- The school prepares students for the IBT in general terms by including some challenging questions in lessons and internal assessments. In lessons, there is limited promotion of critical thinking and subject specific skills.
- The results of benchmark tests are shared with parents, either by sending them the certificates, the printed results or through social networking groups.
- The school awards IBT certificates to students in a celebratory assembly. This year the girls' average IBT score was higher than the average score in the Middle East.

Provision for KG

- There are 11 teachers in KG, giving a teacher to child ratio of 1:18. Two teachers are dedicated for English language. There are no teacher assistants. There is a dedicated administrative lead for KG and a coordinator for all subjects, except English, which is overseen by the school English coordinator.
- Each class group has its own classroom. The classrooms are crowded, limiting free- flow activities. There are no learning corners to nurture children's independent learning. Resources are insufficient to engage all children.
- Some classes have interactive boards that are not fully used by teachers. The indoor activity room has some additional, though limited, resources, and is used mainly as a waiting area. Children are assessed through recorded observations and end of term assessments.
- The outdoor playground has shaded areas with age-appropriate outdoor play equipment. The PE lessons take place in a court with a suitable surface.
- The school welcomes the arrival of new children into KG with special Welcome to my School activities. Older children are taken on a tour of the school as they prepare for transition to Grade 1.

VIEWS OF PARENTS

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

No. of Responses = 181

11.6%

88.4%

- Strongly Agree / Agree
- Strongly Disagree / Disagree

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STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Ensure governors support the school by:
  - ensuring the stability of school staffing.
  - providing the resources needed to support teaching and learning.
  - providing the school with an appropriate level of challenge and support.
  - monitoring the performance of the school through students' outcomes.

- Improve the school's leadership capacity to raise students' outcomes by:
  - ensuring all educational leaders are aware of best practices in teaching, learning and assessment.
  - developing clear plans with specific measurable targets that are monitored regularly for impact.
  - building the capacity of leaders and teachers through high level professional training.
  - monitoring the impact of all the initiatives in the school on students' outcomes.
  - developing an effective leadership structure with clear roles and responsibilities.

- Ensure the monitoring of teaching and learning is effective by:
  - focusing on students' progress in lessons.
  - monitoring students' work to ensure students are making at least good progress over time.
  - identifying and sharing the best teaching practices in the school.

- Improve the support for students with SEN and G&T by:
  - accurately analysing individual student's assessment data to identify their specific needs.
  - modifying the curriculum to ensure that learning activities match students' different abilities and needs.
  - ensuring that curriculum modifications are implemented in all lessons.

In addition to considering the full content of this report and identifying actions required to bring about improvement, the school should build the strategic recommendations into its improvement planning process.

In consultation with the assigned School Improvement Advisor, the school should send its revised improvement plan, including specific actions, timescales, and success measures, to SPEA within two months of the publication of this report. Four months later, the school should submit a detailed report on progress to SPEA.

SPEA's next school review will validate the progress report and include a review of further progress made by the school in implementing the recommendations from this SPR report.

If you have a concern or wish to comment on any aspect of this report, please contact SPEA on quality.assurance@spea.shj.ae within three weeks of receiving this report.