هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review

REPORT | (SPR)

ITQAN إتقان

AL TAFAWQ PRIVATE SCHOOL

3rd to 6th February 2025

Overall Effectiveness Rating :
ACCEPTABLE

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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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

THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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

Judgements

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

Outstanding	The quality of performance substantially exceeds the expectations of the UAE
Very good	The quality of performance exceeds the expectations of the UAE

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

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

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

SCHOOL INFORMATION

School	School ID	168
	School location	Al Dhaid, Al Sharjah
	Establishment date	1990
	Language of instruction	Arabic
	School Curriculum	Ministry of Education (MoE)
	Accreditation body	N/A
	Examination Board	MoE
	External Assessments International and Curriculum Benchmark Assessments	International Benchmark Test (IBT)
	Fee Range	AED 3,075 to AED 7,250
Staff	Principal	Emad Eldin Elmedarek
	Chair of board of governors	Fatima Aldahmani
	Total number of teachers	38
	Total number of teaching assistants	3
	Turnover rate	13%
Students	Teacher: student ratio	1:15
	Total number of students	556
	Total number of students per cycle	KG: 67 Cycle 1: 255 Cycle 2: 196 Cycle 3: 38
	Pre-KG: number and gender KG: number and gender	Boys:0 Girls: 0 Boys: 32 Girls: 35
	Cycle 1: number and gender	Boys: 129 Girls: 126
	Cycle 2: number and gender	Boys: 100 Girls: 96
	Cycle 3: number and gender	Boys: 24 Girls: 14
	Total number of Emirati students	6

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

PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 4 reviewers' 102 lesson observations, 31 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. Children and students' achievements overall are acceptable. The progress of students in social studies is good in Cycles 2 and 3. Children's achievements in English language in KG remain weak. Students' personal development remains good except in Cycle 1 where it is now acceptable. Students' understanding of Islamic values and UAE culture remains good. Students' social responsibility and innovation skills remain acceptable. Teaching, assessment and curriculum are acceptable in KG and across all cycles. The protection, care, guidance, and support for all children and students is acceptable overall. Leadership, governance and staffing, facilities and resources remain acceptable. Partnerships with parents and the community are good.

KEY AREAS OF STRENGTH:

- The improvement in students' achievements in social studies in Cycle 3.
- Students' personal and social development in KG and Cycles 2 and 3.
- Students' understanding of Islamic values and awareness of Emirati culture.
- The positive effective partnerships between the school and parents.

KEY AREAS FOR IMPROVEMENT:

- Students' achievements in all subjects across the school.
- The quality of teaching and learning across the school.
- The support and challenge for different groups of students in lessons including students with special educational needs (SEN) and high attainers.
- The capacity of the school's middle leadership to lead their departments.
- The quality of learning resources across the school.

MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.

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

Islamic Education

- Students' achievement in Islamic education is acceptable overall. Lesson observations and students' work show acceptable progress over time across all cycles. This does not match the school judgements which state progress is good in Cycles 1 and 2 and acceptable in KG and Cycle 3.
- There are no external benchmark assessments in Islamic education. Internal assessment data indicates attainment is good in KG and outstanding in Cycles 1,2 and 3. This was not observed during the review, where most students' attainment is in line with curriculum expectations across all cycles.
- Overall, most students make acceptable progress. In KG, children demonstrate knowledge of the 5 pillars of Islam and they apply the etiquette of good behaviour and Islamic values. In Cycle 1, students understand and appreciate the impact of Islamic values on individuals and society. Their recitation of the Holy Qur'an verses using Tajweed rules is underdeveloped. In Cycle 2, students analyse the Noble Hadeeth to understand its general meaning and infer the meaning of the main vocabulary. Their ability to memorise the Noble Hadeeth appropriate to their age is less developed. In Cycle 3, students understand the rules for permitting or prohibiting food and drink in Islam, providing supporting evidence from the Holy Qur'an and the Noble Hadeeth. Their ability to analyse the reasons for the prohibition of some taboo area in Islam is less developed.
- All groups make at least expected progress, except high-attaining students who do not make the progress of which they are capable.

Areas of Strength	**Areas for Improvement**
• Students' understanding and appreciation of the impact of Islamic values on individuals and society in Cycle 1. • Students' understanding of the rules for permitting or prohibiting food and drink in Islam, with supporting evidence from the Holy Qur'an and the Noble Hadeeth in Cycle 3.	• Students' correct recitation of Holy Qur'an verses using Tajweed rules in Cycle 1. • Students' ability to memorise the Noble Hadeeths appropriate for their age in Cycle 2. • Students' ability to analyse the reasons for the prohibition of some taboo areas in Islam in Cycle 3.

Arabic

- Students' achievement in Arabic as a First Language (AFL) is acceptable overall. The school's internal data shows that students make good progress in Cycle 2 and acceptable progress in KG and Cycles 1 and 3. This data matches what is seen in lessons and in students' work in KG and Cycles 1 and 3. It does not match what is seen in lessons and students' work in Cycle 2. Across the school most students make progress in line with curriculum expectations over time.
- The school's internal data shows that attainment is good in KG and outstanding in Cycles 1, 2 and 3. This does not match the recent IBT benchmarking data which indicate weak attainment across all cycles.
- Most students make acceptable progress. In KG, children can recognise the shapes and sounds of the Arabic alphabet and read simple words. Their ability to write simple words is underdeveloped. In Cycle 1, students can understand short reading texts and identify the main ideas. Their knowledge of basic Arabic grammar rules and using them in reading aloud is less developed. In Cycle 2, students find the meaning of vocabulary using dictionaries. Their skill in speaking using standard Arabic and correct language structures is underdeveloped. In Cycle 3, students analyse literary texts and identify the main ideas and allegorical images in them. Their extended writing skills are underdeveloped.
- All groups make at least expected progress, except for high-attaining students who do not make the progress they are capable of.

Areas of Strength	**Areas for Improvement**
• Students' reading comprehension skills in Cycle 1. • Students' ability to analyse literary texts Cycle 3.	• Students' knowledge of basic Arabic grammar rules in Cycle 1. • Students' speaking skills using standard Arabic and correct language structures in Cycle 2. • Students' extended writing skills in Cycle 3.

Social Studies

- Students' achievement in social studies is acceptable overall. Lesson observations and students' work show that over time progress in KG and Cycle 1 is acceptable and good in Cycles 2 and 3. This matches the school judgements.
- There are no external benchmark assessments in social studies. Internal assessment data indicates attainment is good in KG and outstanding in Cycles 1, 2 and 3. This was not observed during the review, where most attainment was in line with curriculum expectations across all cycles.
- Progress is acceptable in KG and Cycle 1 and good in Cycles 2 and 3. In KG, children can recognise the UAE's 7 Emirates and name their leaders. In Cycle 1, students understand the main geographical features of the UAE and can locate them on a blank map. Their understanding of basic UAE geographical facts is underdeveloped. In Cycle 2, students recognise the economic activities of South Korea and how it achieved its economic miracle. Their deep understanding of basic geographical concepts is underdeveloped. In Cycle 3, students analyse and understand historical events and connect them with events in modern history. Their ability to trace the development of ancient civilizations in Iraq through different eras is less developed.
- All groups make at least expected progress, except for high-attaining students who do not make the progress they are capable of.

Areas of Strength	**Areas for Improvement**
• Students' ability to identify the UAE's main geographical features on a blank map in Cycle 1. • Students' analytical skill in understanding historical events and connecting them with events in modern history in Cycle 3.	• Students' deep understanding of basic geographical facts in Cycles 1. • Students' deep understanding of basic geographical concepts in Cycle 2. • Students' ability to trace the development of ancient civilizations in Iraq through different eras in Cycle 3.

English

- Students' achievement in English is acceptable overall. The school's internal data shows that progress is acceptable in KG, Cycles 1 and 3 and good in Cycle 2. This does not match what is seen in lessons and students' work where progress is weak in KG and acceptable in Cycles 1, 2 and 3 over time.
- The school's internal data for attainment is good in KG and outstanding in Cycles 1, 2 and 3. This does not match what reviewers observed in lessons or in students' books which was weak attainment in KG and most students in Cycles 1, 2 and 3 working at expected curriculum standards. Recent external IBT benchmarking data shows students' attainment as weak in Cycle 1 and 2 and acceptable in Cycle 3. KG has no external data.
- Most students make expected progress except for children in KG. Across the school, students' listening and understanding of basic instructions are better than their speaking and reading. Writing skills are underdeveloped and students regularly make grammatical and spelling errors. Most children in KG can match items with their initial letter sound, for example, 'm' matched with milk. In Cycle 1, students recognise, pronounce, write and name words that they read and hear. By the time they reach Grade 4, students learn the perfect tense. At the end of Cycle 2, students can write a statement giving personal opinions. In Cycle 3, students discuss career option choices.
- All groups of students make similar levels of progress; the exception is girls in Cycle 2 who speak fluently and make better progress than boys.

Areas of Strength	**Areas for Improvement**
• Students' listening skills and understanding of basic instructions in Cycles 1, 2 and 3. • Girls' speaking skills in Cycle 2.	• Children's achievement in KG. • Students' reading skills across all cycles. • Students' extended writing and grammar and spelling skills. • Students' skill in speaking fluently in Cycles 1, 2 and 3.

Mathematics

- Students' achievement in mathematics is acceptable overall. In lessons and in students' work, most attain levels that are in line with curriculum standards over time.
- The school's internal assessment data shows that almost all students attain above curriculum standards in Cycles 1, 2, and 3 and in KG, a majority of children attain above curriculum standards. Recent IBT benchmarking data indicate weak attainment across the school with a better achievement profile for students in upper grades. During lessons and in their work most students attain in line with curriculum standards.
- Most students demonstrate acceptable progress. In KG, most children count confidently, recognise numbers up to 30 and identify and sort objects according to their size and shape. They create simple patterns, understand value and match numbers of objects to the appropriate numerals. They make less progress in solving problems. In Cycle 1, most students apply basic arithmetic operations to simple fractions. By the end of Cycle 1 most students use unifying denominators to subtract fractions. A minority remain insecure in their knowledge of fractions. In Cycle 2 most students solve problems by using graphs. Students represent dimensional change graphically using the scale factor. Few students use mathematical reasoning or apply mathematical knowledge to solving word-based problems. In Cycle 3, most students demonstrate an adequate understanding of algebra. Most students multiply monomials using properties of exponents.
- Most groups of students make similar rates of progress. Lower attaining students make less progress than their peers.

Areas of Strength	Areas for Improvement
• Students' ability to represent dimensional change graphically using the scale factor in Cycle 2. • Students' understanding of algebra in Cycle 3.	• Children's mathematical problem-solving skills in KG. • Students' secure understanding of basic fractions in Cycle 1. • Students' application of mathematical reasoning to solving word-based problems in Cycle 2.

Science

- Students' achievement in science is acceptable overall. Over time most students make progress in line with curriculum standards, as observed in lessons and in their work.
- The school's internal assessment data indicates that almost all students attain above curriculum standards in Cycles 1, 2 and 3 and a large majority of children in KG achieve above curriculum standards. This does not match the results of external examinations. Recent IBT benchmarking data shows weak attainment across the school and work seen during lessons and in students' books confirms that most students across the school attain in line with curriculum standards.
- Overall, students make acceptable progress. In KG, children recognise and distinguish between the three states of matter and understand the effect of heat on solids. A minority provide specific examples. In Cycle 1, most students classify rocks according to colour, shape and texture, although applying scientific methods to real-life contexts remains challenging. In Cycle 2, students classify living organisms and distinguish between vertebrates and invertebrates, list the properties of chordates and provide examples. Only a minority successfully design experiments and interpret data accurately. In Cycle 3, physics students understand movement in two dimensions. They identify the circular motion and centripetal acceleration and use physics' concepts to apply laws of acceleration and speed. A minority can design simple experiments to justify their conclusions.
- Most groups make similar levels of progress. Gifted and talented (G&T) students are not consistently well challenged.

Areas of Strength	Areas for Improvement
• Children's ability to explain the effects of heat on solids in KG. • Students' skills in life science in Cycle 2.	• Students' application of scientific method to real-life contexts in Cycle 1. • Students' ability to design practical experiments in Cycles 2 and 3. • Students' use of scientific data and evidence to interpret the results of investigations in Cycles 2 and 3.

Other subjects

- Students' achievement in most other subjects is acceptable overall. In lessons and students' work, most students make expected progress in physical education (PE), art, computer science, creative design and innovation (CCDI) across all cycles.
- Internal assessment data indicates that most students attain above curriculum standards. There is no external assessment data for other subjects.
- In lessons and in their work, most students make the expected progress across all cycles. In PE, children in KG enjoy moving rings as they develop their coordination and motor skills. Cycle 1 students navigate through cones and jump over obstacles. In Cycles 2 and 3, students learn the basics of volleyball. Most students across the school participate energetically in PE. In art, Cycle 1 students copy drawings of human eyes. In Cycle 2, students use their knowledge of geometry to draw the Dubai Frame, and learn to appreciate Islamic art. In Cycle 3, students begin to understand the art of other cultures. Across the cycles, students show a lack of understanding of important principles of art. In CCDI, in Cycle 1, students program robots to make simple movements. They develop their understanding of programming as they start using applications for 3D design in Cycle 2. In Cycle 3, students learn about machine learning and practice coding. Across all cycles, students' use of technical programming terms is limited.
- Overall, across all subjects, groups of students make similar rates of progress, although, G&T students are not sufficiently challenged to reach their full potential.

Areas of Strength	Areas for Improvement
• Students' fitness levels in PE across the school.	• Students' understanding of fundamental principles of art across the school. • Students' ability to code more complex robotic movements in CCDI in Cycle 1. • Students' use of technical programming terms across all cycles.

Learning Skills

- Students' learning skills are acceptable overall. Students are engaged in lessons and take responsibility for their learning when given the opportunity. This is evident across all subjects in Cycles 2 and 3. Cycle 1 students are developing self-reliance.
- Children in KG collaborate for short periods of time with productive results. In other grades, students are starting to work together in groups. Effective collaboration and communication are developing although one or two students tend to dominate the activities in most lessons.
- Students make clear connections between Arabic, Islamic education and social studies. They link their sharing of Islamic values to the UAE's culture and society. In Grade 2, students effectively link science and Islamic education as they learn about rocks.
- Students research simple questions and vocabulary. The use of information technology is limited and does not support the extension of independent learning. Students' research skills, critical thinking and innovation are developing features across the school.

Areas of Strength	**Areas for Improvement**
• Students' engagement in learning across the school. • Students' ability to make real-life links and connections between areas of learning.	• Students' productive and effective collaboration and communication skills across the school. • Students' use of digital technology to research and extend their learning across all cycles. • Students' ability to think critically, innovate and research independently throughout school.

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

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

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

- Students' personal development is good overall. Most students demonstrate positive and responsible attitudes. Cycle 1 students show less responsible attitudes, particularly toward the cleanliness of their school. Students are self-reliant and respond positively to feedback, which can be seen during peer-assessment activities, particularly in the higher grades. Students are self-disciplined and behave well in and beyond the classroom. They show respect to each other and to school staff. Cases of bullying are rare and staff deal with them as soon as students report them.
- Students show understanding of the needs and differences of others. This is evident in discussions and debates in classroom, particularly in upper grades. Students show respect for differing views.
- Students demonstrate a general understanding of safe and healthy living. They make inconsistent choices about their own health and safety. . Students enthusiastically participate in a limited range of activities that promote safe and healthy lifestyles such as sports due to the inadequacy of the school's sports facilities.
- Students attend school regularly and arrive at lessons on time. The attendance rate is good at 94.2%.

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

- Students demonstrate a clear understanding and appreciation of Islamic values and how they influence contemporary life in the UAE. They celebrate the birthday of the Prophet

Muhammad (PBUH) and Haq Al Laila in the Holy Month of Ramadan. Through the Red Crescent Society, they donate food to people in need n the UAE and other countries.

- Students demonstrate knowledge and appreciation of UAE culture and its heritage. They have a heritage tent at the school. Wall displays of students' work reflect their knowledge of heritage and culture. They also take part in the school's celebrations to mark major national events every year such as National Day and Martyr's Day.
- Students demonstrate a clear understanding and appreciation of their own culture. They show respect for other cultures. There are only a limited range of activities that deepen students' understanding of other world cultures.

Social responsibility and innovation skills	**Acceptable**	**Acceptable**	**Acceptable**	**Acceptable**

- Students contribute to their community through participating in a range of activities such as the Aoun Initiative where students provide support and donate money or food to people in need in other countries. Students also visit homes for the elderly. A volunteering committee at school organises volunteering initiatives.
- Students enjoy their work but most of the initiatives are set up by the school rather then led by students themselves. Students rarely engage in creative projects and they only set up simple projects, particularly in science. Students' innovation, enterprise and entrepreneurship skills are underdeveloped. This is due to the limited opportunities provided to them to develop these skills inside and outside the classroom.
- Students are generally aware of their immediate surroundings and take care of them. They participate in planting trees at their school and in the surrounding areas. Students understand the importance of environmental issues. They participate in some activities that promote sustainability and protect the environment such as recycling initiatives. These activities focus narrowly on the local environment. They are limited in scope and implementation.

Areas of Strength:

- Students' good relationships with each other and with school staff.
- Students' understanding and appreciation of UAE culture and heritage.

Areas for Improvement:

- Students' adoption of safe and healthy lifestyles.
- Students' innovation, enterprise and entrepreneurship skills.

- Students' involvement in implementing and developing initiatives.

PERFORMANCE STANDARD 3:
TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	KG	Cycle 1	Cycle2	Cycle 3
Teaching for effective learning	**Acceptable**	**Acceptable**	**Acceptable**	**Acceptable**

- The quality of teaching is acceptable overall. Most teachers have a secure knowledge of their subject and sometimes know how students learn. Teachers' lesson planning, the learning environment they create, their time management and use of resources are adequate.
- In KG, children rarely initiate learning due to a lack of opportunities for practical play and discovery. In the better lessons in Cycles 2 and 3, teachers' questioning leads to positive teacher-student interactions and dialogues. For example, students in social studies, connect historical events with events in modern times. In English, students engage in discussion about career options, defending their preferences. In biology, students discuss the benefits of human body systems.
- Teachers recognise that different groups of individuals, including those with SEN, have different learning needs. They occasionally adapt their methods and resources accordingly. Planning learning activities to meet the needs of all groups of students is a developing feature of the school.
- Teachers assess students' understanding but seldom promote critical thinking, problem-solving and independent learning skills. The use of learning technologies is restricted to finding specific information or vocabulary, rather actually extending students' understanding and developing their research skills. There are more opportunities for research in Arabic in Cycles 2 and 3. These opportunities are still emerging in Cycle 1.

Assessment	**Acceptable**	**Acceptable**	**Acceptable**	**Acceptable**

- The school follows a structured internal assessment routine and participates in external examinations, including benchmarking tests aligned with the UAE's national agenda. Almost all students from Grades 3 to 9 take the IBT along with the national MoE examination for Grades 3 to 9. The performance of students in the external benchmarking tests enhances the school's understanding of the discrepancy between internal and external examination results.
- Analysis of assessment information is not used for designing personalised teaching or tracking students' progress as it is superficial and undeveloped. Teachers' understanding of external benchmarking examination results is developing. As a result, teachers have insufficient knowledge of the learning needs of students and cannot consistently meet the needs of all students.
- Teachers regularly check students' work and give generic feedback. Their marking in exercise books does not give students any guidance on how to improve their work. Students are rarely involved in assessing their own work, although they sometimes assess that of their peers.

Areas of Strength:

- The school's external benchmarking assessment processes.

Areas for Improvement:

- Teachers' expertise in developing students' critical thinking, problem-solving, innovation and independent learning skills.
- The analysis of assessment results to track students' progress and to provide accurate levels of challenge and support for all students.
- Teachers' guidance to students in exercise books and during lessons to ensure that students know how to improve their work.

PERFORMANCE STANDARD 4:
CURRICULUM

The quality of the curriculum is acceptable overall.

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

- The design and implementation of the curriculum is acceptable overall. It meets the statutory requirements of the MoE and is reasonably broad and balanced. Children and students are adequately prepared for the next cycle of their education.
- Curriculum planning contributes toward continuity and progression in all cycles except in KG. Here the curriculum does not sufficiently cater for progression in children's language skills, motor skills and personal development. The school is heavily dependent on using textbooks, which limits teachers' scope in planning for the progression of students' skills and personal development. Planned schemes of work meet the requirement of a large majority of students including those with SEN. Curricular options are limited in Cycle 3.
- Curriculum review has ensured remedial and enrichment lessons and addressed gaps found in the academic development of students. It has identified students need to develop innovation, enterprise and critical thinking skills.

Curriculum adaptation	**Acceptable**	**Acceptable**	**Acceptable**	**Acceptable**

- The quality of curriculum modification is acceptable overall. The school makes adequate modifications to meet the needs of the majority of its students. There is some recognition of different abilities and learning needs of students within lessons. Those students with SEN, G&T students and high attainers are not sufficiently challenged. The school started a dedicated ninth period in Cycle 1 to address the requirements of any remedial or enrichment plans. These arrangements are still at the early stages of development.
- The curriculum is largely driven by the use of textbooks. Teachers sometimes plan activities to diversify and enrich students' experience in learning. These include opportunities for

presentations and simple drama performances. Opportunities for enterprise and innovation are limited in lessons and beyond.

- Appropriate learning experiences are integrated into most aspects of the curriculum. There is planning to promote international links with UAE in lessons and morning assembly, students also participate in the celebration of major national UAE events.

Areas of Strength:

- Curriculum continuity and progression in Cycles 1, 2 and 3.

Areas for Improvement:

- The continuity and progression of the KG curriculum to ensure clear progression of children's language, motor skills and personal development.
- Curriculum modification so that it meets the needs of all students, including both high and lower attaining students across all cycles.
- Curriculum opportunities for enhancement and to develop students' enterprise and innovation skills, in lessons and beyond.

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

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

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

- The school has adequate arrangements in place for safeguarding and child protection. All staff and students have received basic training from the school counsellor. Students feel

safe and know whom to approach if they need any support. The school conducts awareness campaigns about bullying and invites external experts to address these issues with the students. All aspects of child protection and welfare are monitored by the school's social workers.

- The school provides a safe, hygienic and secure environment for students and staff. The school nurse and her assistant have recently joined the school and support students' health and wellbeing. Records, including those concerning health and safety, medical files and medicines are securely stored and regularly updated. All incidents and subsequent actions are documented. Fire evacuation drills are not regular enough to ensure students and staff are fully prepared. Students are effectively supervised around the school and on school transport. Buildings and equipment are well maintained and all appropriate checks are carried out. The school premises provide a safe physical environment which is fit for purpose, given the age of the facility. Ramps provide safe access for those who need them. The classroom spaces are cramped for the number of students. Learning areas generally are crowded which has a negative impact on students' ability to move around.
- The school conducts a variety of activities and campaigns to raise awareness about healthy lifestyles. The school medical department monitors the food and drink available in the canteen. These campaigns are not fully effective. Their impact on the health choices of students is limited. The school is aware that some students need to develop better hygiene and healthy habits.

Care and support	**Good**	**Acceptable**	**Good**	**Good**

- Relationships between staff and students are positive and based on mutual respect. Teachers are supportive and caring, providing support to students including those new to the school. Systems to promote good behaviour are successful throughout the school. The exception is Cycle 1 where the large influx of new students has challenged the effectiveness of behaviour management measures.
- Effective procedures promote good attendance and ensure that students arrive at lessons on time. Absences are quickly followed up with parents, and associated records are up to date.
- The school has effective procedures to identify students with SEN. Staff work closely with the special needs teacher to ensure early identification of students with SEN. Procedures to identify G&T students are less well developed.
- The inclusion team offers appropriate support to students with SEN. They consider students' varying needs and intervene appropriately to build on their key skills. Support for students in lessons is less-well developed. G&T students are not always sufficiently well challenged to reach their full potential.

• Grade 9 students receive appropriate advice from the school counsellor and their teachers to help them make informed career choices that meet their needs and interests. Students have this option at Grade 9 only.
Areas of Strength:
• The school's safeguarding policies and procedures. • The processes to identify students with SEN and follow up actions by the SEN specialist teacher.
Areas for Improvement:
• Systems to monitor and boost students' healthy eating habits and lifestyle choices. • Systems to ensure targeted support and challenge in lessons for G&T students and students with SEN. • Processes for career guidance and support for students.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.	
Indicators:	
The effectiveness of leadership	**Acceptable**
• Leadership and management are acceptable overall. The leadership is committed to the UAE's national priorities, particularly its national agenda. Leaders strive to share their vision and commitment across the school community. Morale in the school is generally positive and relationships are professional. • Middle leaders' understanding of the best current educational practices is variable. This limits their capacity to identify potential barriers to improving teaching and learning and inhibits their ability to lead improvements across all subjects. The principal ensures compliance with statutory and regulatory requirements.	

Self-evaluation and improvement planning	Acceptable

- The school starts the self-evaluation process towards the end of the academic year. The process is based on analysis of internal and external data. The self-evaluation is mostly realistic and reflects the position of the school. Analysis of external benchmarking examinations to identify gaps in students' skills is lacking. The school improvement plan reflects the school's priorities, based on the most recent review report. It does not specify sufficiently clearly outcomes that can be actioned, reviewed and monitored continuously. Monitoring of teaching and learning is not focussed enough on students' achievements. Actions to address previous recommendations are underway. Their impact is yet to be monitored.

Partnerships with parents and the community	Good

- The school engages parents in the life of the school. Parents' support includes leading initiatives such as planting trees and designing the school's murals. The school disseminates awareness campaigns to students and parents and shares all announcements and school news through on line communication applications. Individual student reports are also shared through the same medium. Parents appreciate the accessibility of the school leadership. The school seeks parents' views frequently and as needed through surveys.
- The school has strong partnerships with the local community, including the area sports club and civil societies. These partnerships support students' social contributions and enhance their learning experience. The range of national partnership to extend students' learning is not sufficiently extensive.

Governance	Acceptable

- The board of governors has representatives from the school's community, its owners and educational experts. The board canvasses the views of all stakeholders through the school's principal and parents' council representative. The board fully delegates responsibility for leading on students' achievement to the principal. They have minimal direct involvement. The board mainly oversees the school's operations. The board meets termly, and more frequently when needed. The board is not effective enough in supporting the school's improvement or holding the leadership to account. The board remains committed to complying with statutory requirements.

Management, staffing, facilities and resources	Acceptable

- The school's day to day operations run smoothly. Students understand and respect the daily routines. The teaching staff is deployed appropriately. Teachers' professional development is based on their attending generic workshops. Individual support to teachers does not have consistently effective impact on improving the quality of teaching and learning. The crowded classrooms and limited learning facilities impede the quality of students' learning experience. Despite the school's investment in a new computer laboratory, the fluctuating internet connectivity does not allow its effective use. Resources in the library and the science laboratory are insufficient.

Areas of Strength:

- The positive morale and relationships across the school's leadership and staff.
- The effective management of the day-to-day school operations.

Areas for Improvement:

- Middle leaders' capacity to carry out their departmental roles and lead in their area of responsibility.
- Leaders' focus on students' achievement during the monitoring of teaching and learning.
- The inclusion of specific measurable actions in school improvement planning and leaders continuous review and monitoring of the impact of actions.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 7 Arabic teachers, with a teacher to student ratio of 1:79.
- The school library contains 400 Arabic books, of which 300 are fiction and 100 are non-fiction. The school provides a weekly library session for students across all cycles. Students borrow books from the library. The school librarian maintains records of the books borrowed. The books are of different levels and are mostly age-appropriate for students. There is a mobile library that is used by Cycle 2 students.
- Teachers use MoE curriculum books. Students engage in a range of reading comprehension and reading-aloud reading activities and give presentations explaining grammar themes during Arabic language lessons.
- The school organises a range of extra-curricular activities to support students' reading, such as internal reading competitions. Students are also provided with books to read and summarise. Students visit a local book fair and the local community library. Parents are encouraged to read with their children.

The school's use of external benchmarking data

- The school is compliant with the national agenda and meets all SPEA requirements. It has made it mandatory for students to sit international benchmark tests (IBT) in English, mathematics, science and Arabic. At least 97% of students in Grades 3, 4, 5, 6, 7, 8 and 9 have taken part.
- The school plays a proactive role in motivating students to excel in external benchmarking tests. The school prepares students for IBT and TIMSS using sample examination questions during lessons.
- Parental involvement is sought by sharing information on the importance of these examinations and the strategies for supporting students. This is done through online communication groups and face to face meetings.
- International test results are shared with students and their parents. The school celebrates students' success with congratulatory certificates presented during the morning assemblies in front of parents.

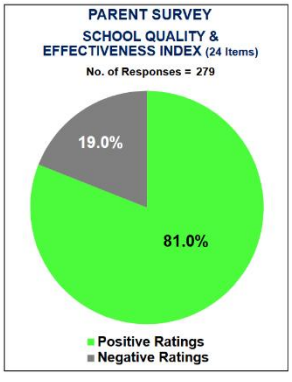
Provision for KG

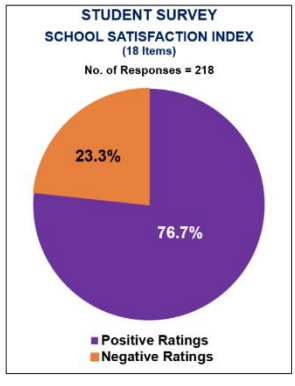
- There is one section for KG1 and two sections for KG2. These classes are supported by 4 teachers and 3 teaching assistants, one of whom is a dedicated English assistant. The teacher to student ratio is 1: 16.75.
- The classrooms are small, limiting the children's ability to benefit from the learning corners, reading zones and displays. Learning resources are stored and shared with children when

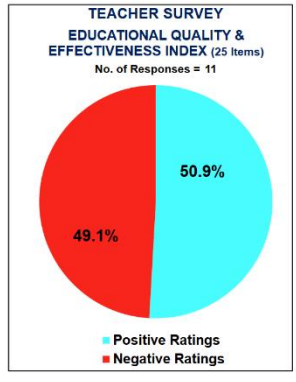
needed.

- Outdoor facilities include a secure, covered play area used for all outdoor activities. It has a few tables for eating, two swings, a slide, and a tent that children use in some lessons as a learning corner. This outdoor space is also used for PE lessons.
- Children are assessed for basic motor and communication skills on registration. Parents get regular updates of what the children are doing through the online communication system, including videos and pictures. The school has just started sharing a termly progress report for each child with their parents. There are no specific activities to help transition into Grade 1.

VIEWS OF STAKEHOLDERS







STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' overall achievements, in Cycles 1 ,2 and 3 by**:**
  - ensuring the curriculum is planned to reflect progress in subject-specific skills, personal skills, and not merely knowledge.
  - providing students with opportunities to develop their innovation and critical thinking skills in lessons and beyond.
  - extending students' independent learning and personal development in Cycle 1.
  - enriching the learning experience through improving resources, including books in both English and Arabic.

- Improve children's outcomes across all subjects in KG by:
  - planning the curriculum to ensure there is progression of knowledge, skills, and personal development as children move from KG1 to KG2.
  - ensuring consistency of teaching and adopting play-based learning and age-appropriate teaching strategies.
  - enhancing learning resources and their use to enrich children's learning experience.

- Improve the quality of teaching and learning by:
  - ensuring lessons are planned to engage students in meaningful productive discussion and using time effectively.
  - identifying students' specific skills gaps and modifying the delivery of lessons so all groups are engaged, challenged, and make genuine progress.
  - modifying the curriculum to address any gaps in students' learning, particularly for new students in Cycle 1.

- Improve the capacity of leaders by:
  - developing middle leaders' skills in leading teaching and learning in their departments. enabling them to accurately analyse external benchmarking data to inform their remedial planning.
  - Including clear measurable outcomes that can be regularly reviewed for impact in school improvement planning.
  - identifying trends and proactively developing plans to address any issues that arise within the school.

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.