



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Al Bayan Private School
25 - 29 February 2024

**Overall
Effectiveness:
GOOD**





TABLE OF CONTENTS

| | |
|--|-----------|
| PURPOSE AND SCOPE | 3 |
| THE SCHOOL PERFORMANCE REVIEW PROCESS | 4 |
| SCHOOL INFORMATION | 6 |
| THE SCHOOL PERFORMANCE REVIEW FINDINGS | 7 |
| Performance Standard 1: Students' Achievement | 9 |
| Performance Standard 2: Students' personal and social development and their innovation skills | 18 |
| Performance Standard 3: Teaching and assessment | 20 |
| Performance Standard 4: curriculum | 22 |
| Performance Standard 5: the protection, care, guidance and support of students | 24 |
| Performance Standard 6: Leadership and management | 26 |
| ADDITIONAL FOCUS AREAS | 29 |



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 | Information | Value |
|---|--|--|
|  | School ID | 158 |
| | School location | Khorfakkan - Sharjah |
| | Establishment date | 1994 |
| | Language of instruction | Arabic |
| | School curriculum | Ministry of Education (MoE) |
| | Accreditation body | - |
| | Examination Board | - |
| | National Agenda Benchmark Tests/ International assessment | IBT, EmSAT, TIMSS, PISA |
| | Fee range | 4,000 – 10,000 AED |
| |  | Principal |
| Chair of Board of Governors | | Aisha Hammadi |
| Total number of teachers | | 52 |
| Total number of teaching assistants | | 0 |
| Turnover rate | | 8% |
| Main nationality of teachers | | Egyptian |
|  | Teacher: student ratio | 1:14 |
| | Total number of students | 748 |
| | Total number of students per cycle | KG: 38 Cycle 1: 163 Cycle 2: 164 Cycle 3: 383 |
| | Number of Emirati students | 34 |
| | Number of Emirati students per cycle | KG: 0 Cycle 1: 5 Cycle 2: 7 Cycle 3: 22 |
| | KG: number and gender | Boys: 20 Girls: 18 |
| | Cycle 1: number and gender | Boys: 82 Girls: 81 |
| | Cycle 2: number and gender | Boys: 86 Girls: 78 |
| | Cycle 3: number and gender | Boys: 220 Girls: 163 |
| | Nationality groups | 1. Egyptian 2. Syrian |
| Total number of students with special educational needs | 4 | |



PROGRESS JOURNEY

| Previous Review: 2022-23 | Current Review: |
|--------------------------|-----------------|
| ACCEPTABLE | GOOD |

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of five reviewers' 156 lesson observations, 47 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is an improvement on the previous review visit. Most children in kindergarten (KG) attain in line with the curriculum standards and make expected progress. Students across Cycles 1, 2 and 3 attain in line with the curriculum standards but a majority make better than expected progress in the core subjects, except in English and mathematics in Cycle 2. Students' learning skills are acceptable in KG but good in all other cycles because students collaborate well in groups, communicate their learning, and engage in critical thinking in discussions. Students' personal development, their application of Islamic values and understanding of UAE culture and heritage are good. Students' social responsibility and innovation skills are good overall. The quality of teaching, assessment and the curriculum are acceptable in KG and good in the other cycles. Teachers are now more focused on building students' skills and linking learning to real life. Health and safety procedures are effective. Support and guidance for students are acceptable overall. The school identifies students' talents but does not yet identify gifted students. Leadership and management are good. The principal and the middle leaders have a shared vision and a clear understanding of their roles in securing further improvement. Effective partnerships with parents have a positive impact on students' personal development and build a collaborative approach to maintaining a conducive learning environment. Governors are aware of the school improvement targets and have confidence in the principal. The school has good capacity to improve.

KEY AREAS OF STRENGTH:

- Students' achievement and learning skills across most core subjects in Cycles 1, 2 and 3 due to consistently good teaching.
- Students' work ethic and their positive attitudes to learning.
- Accurate and detailed analysis of assessment data to monitor students' progress in Cycles 1, 2 and 3.
- The high staff morale and collaborative relationships that influence the school environment and the drive for improvement.

**School Performance Review of Al Bayan Private School
26 - 29 February 2024**



- Leaders' capacity to improve at all levels, particularly the middle leadership.

KEY AREAS FOR IMPROVEMENT:

- Students' attainment so it is at least good across all subjects and cycles, and children's achievement in all subjects in KG.
- The use of assessment information to inform teaching and curriculum planning.
- Curriculum enhancement, enterprise, and innovation, including creativity and social contribution particularly in Cycle 1.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

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



| | | |
|--------------------------|---|---|
| Islamic Education | <ul style="list-style-type: none">• Students' achievement in Islamic Education is good overall. Internal assessment data shows that progress is outstanding in all cycles. In lessons, a majority of students make better than expected progress in Cycles 1, 2 and 3, which is good. Most children in KG make the expected progress.• Internal assessment data shows that attainment is outstanding in all cycles. In lessons, most students attain in line with the curriculum standards. There are no external assessments for Islamic Education.• In KG, children understand Islamic etiquette, recognise the 5 pillars of Islam and name the 5 obligatory prayers. Linking Islamic values to their lives is less secure. In Cycle 1, students recite the Holy Qur'an verses and the Noble Hadeeth of the Prophet Muhammad (PBUH) and explain their words and meanings. In Cycle 2, students infer the meanings and the overall instructions of the Prophet Muhammad's (PBUH) the Noble Hadeeth and the Holy Qur'an correctly. In Cycle 3, students understand 6 biographies of Islamic figures and their roles in supporting Islamic Da'awa. Students' deeper understanding of Sunna and using it as evidence in supporting Sharia rules in Cycles 2 and 3 is less developed. In addition, students' accurate understanding of Tajweed rules and applying them when reciting the Holy Qur'an is less developed across the school.• Overall, a majority of student groups make better than expected progress. There is no significant variation between girls and boys. Lower and higher attainers make less progress. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' progress memorising and reciting the Holy Quran Suras and Noble Hadeeth and explaining their words and meanings in Cycle 1.• Students' ability to infer the meanings of the Prophet Muhammad's (PBUH) Hadeeth and Holy Quran correctly in cycles 1 and 2.• Cycle 3 students' knowledge of six biographies of Islamic figures and their roles in supporting Islamic Da'awa. | <ul style="list-style-type: none">• Children's ability to link Islamic values to their lives in KG and Cycle 2 and 3 students' deeper understanding of Sunna and using it as evidence in supporting Sharia rules.• Students' accurate understanding and application of Tajweed rules in cycles 1, 2 and 3. |



| | | |
|---------------|---|--|
| Arabic | <ul style="list-style-type: none">Students' achievement in Arabic is good overall. Internal assessment data shows that progress is outstanding in all cycles. This does not match with the progress seen in lessons and students' work, where a majority of students make better than expected progress in Cycles 1, 2 and 3. Most children in KG make the expected progress.Internal assessment data shows that attainment is outstanding in all cycles. External IBT results show that students' attainment is good in Cycle 1 and acceptable in Cycle 2. This does not fully match attainment seen in lessons and recent work where most children and students across the school attain in line with the curriculum standards. Grade 12 students' external MoE assessment results are sent directly to individual students and are not available to the school.In KG, children recognise the letters and the sounds of the Arabic alphabet, and they can read simple words and match them to pictures. Children's speaking and listening skills are less developed. In Cycle 1, students read short texts with expression and understand the meaning of new vocabulary from context. In Cycle 2, students read simple texts and understand the main idea. In Cycle 3, students participate in extended discussions using correct language structures and read Al Andalusí poetic texts with expression. In Cycles 1, 2 and 3, students' knowledge of grammatical rules and applying them in their speaking and extended writing are less developed.Most groups of students make better than expected progress, including the lower attainers. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">Students reading Al Andalusí poetic texts aloud with correct expression in Cycle 3.Students reading simple texts and understanding new vocabulary in Cycle 1Identifying the main and detailed ideas in texts in Cycle 2.Cycle 3 students' use of correct language structures in extended discussions. | <ul style="list-style-type: none">Children's listening and speaking skills in KG.Students' knowledge of grammatical rules and applying them in speaking and in their extended writing in Cycles 1, 2 and 3. |



| | | |
|-----------------------|---|---|
| Social Studies | <ul style="list-style-type: none">• Students' achievement in social studies is good overall. Internal assessment data shows that progress is outstanding in all cycles. In lessons and students' work, a majority make better than expected progress in Cycles 1, 2 and 3. Most children in KG make the expected progress.• Internal assessment data shows that most students attain above curriculum standards in all cycles, which is outstanding. This does not match that seen in lessons and recent work where most children in KG and most students in all cycles attain in line with the standards. Grade 12 students' results in MoE external assessments are sent directly to individual students and are not available to the school.• In KG, children recognise the UAE flag and its colours and can name the 7 Emirates and their rulers. In Cycle 1, students can express verbally the role of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) in the establishment of the UAE and appreciate his contributions in achieving sustainability and welfare for UAE people. In Cycle 2, students can read and design maps and identify geographical features on them. In Cycle 3, students analyse social issues, such as electronic addiction, and propose solutions to them. Students' knowledge of historical facts of the UAE is less developed in KG and Cycle 1. Students' ability to conduct projects and research current UAE issues is underdeveloped in Cycles 2 and 3.• A majority of groups of students make better than expected progress. Girls make better progress in Cycle 3. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' understanding of the role of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) in the establishment of the UAE in Cycle 1.• Students reading and designing maps and identifying geographical features in Cycle 2.• Students' analysing social issues and proposing solutions to them in Cycle 3. | <ul style="list-style-type: none">• Students' knowledge of UAE historical facts in KG and Cycle 1.• Students' ability to conduct projects and research current UAE issues in Cycles 2 and 3. |



English

- Students' achievement in English is acceptable overall. In KG and all other cycles, most students make the expected progress. The school's internal data shows that most children in KG and most students in Cycle 1 make expected progress which matches that seen in lessons in recent work. The data shows that most students in Cycles 2 and 3 make better than expected progress, which does not match that seen in lessons and in students' recent work.
- External IBT results show that most students attain the curriculum standards which matches that seen in lessons and their recent work. Internal assessment data shows that most children attain the curriculum standards in KG. Most students attain above the standards in Cycle 1 and the attainment of a large majority is above in Cycles 2 and 3.
- In KG, students learn the letters of the alphabet, how to vocalize sounds and articulate them and how to join dots to write the letters. Blending skills to enable them to read simple words are less developed. In Cycle 1, most students read and understand new words, but only a minority can use and apply their understanding of new vocabulary to new contexts. In Cycle 2, most students answer simple questions when speaking, but only a minority can further elaborate their answers with some details. In Cycle 3, most girls talk about what they are doing, including expressing an opposite opinion and almost all students in the advanced classes in Cycle 3 can research articles related to the topic being studied in class. Students' extended writing skills are less developed across the school. Boys have less developed reading comprehension skills and less use of accurate grammar when writing.
- Most groups of students make the expected progress in English across the cycles. Girls make better progress than boys in Cycles 2 and 3.

Areas of Strength

- Students in the advanced classes researching articles related to topics in Cycle 3.
- Girls' discussion of topics in Cycle 3.

Areas for Improvement

- Children's blending skills to read simple words in KG.
- Students' use of new vocabulary in different contexts in Cycle 1.
- Students writing creatively and at length using accurate grammar, especially in Cycles 2 and 3 and particularly boys.



| | | |
|--------------------|---|---|
| Mathematics | <ul style="list-style-type: none">Students' achievement in mathematics is good overall. It is acceptable in KG and Cycle 2. The school's internal assessments indicate good progress in KG and outstanding progress in Cycles 1, 2, and 3. However, these assessments do not align with observations from lessons and students' work, where most children in KG and students in Cycle 2 make expected progress, and the majority of students in Cycles 1 and 3 make better than expected progress.The school's internal assessment data shows students' attainment is good in KG and outstanding in all other cycles. This does not match with that seen in lessons and in students' books, where most children and students attain in line with curriculum standards across the school. The IBT examination results for 2023 indicate that attainment is above average in Grade 7, below average in Grade 5, and in line with expectations in Grades 4, 6, 8, and 9.Children in KG develop adequate skills in counting in ascending and descending order, which reinforces their understanding of numerical sequencing. A few children face challenges when applying mathematical concepts to real-life contexts. In Cycle 1, students exhibit confidence in understanding the relationship between fractions and decimals and can effectively convert between them. Students in Cycle 2 demonstrate secure skills in dealing with geometric shapes and their properties. They sufficiently understand the properties and characteristics of similar triangles, including corresponding angles and proportional side lengths. Their 3-dimensional spatial reasoning skills are less developed. In Cycle 3, students exhibit strong understanding of vector operations. Students develop solid skills in performing computations and calculations involving dot product and vector multiplication.The majority of groups of students make better than expected progress. In Cycle 3, students in the advanced stream make better progress compared to those in the general stream. Students with special educational needs (SEN) make adequate progress. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">Students' arithmetical operations, involving fractions and decimals in Cycle 1.Students' skills in dealing with geometric shapes in Cycle 2.Students' solid understanding of vector operations in Cycle 3. | <ul style="list-style-type: none">Children's application of mathematical concepts to real-life contexts in KG.Student's 3-dimensional spatial reasoning skills in Cycle 2. |



| | | |
|----------------|--|---|
| Science | <ul style="list-style-type: none">Students' achievement in science is good overall. The school's internal data shows that most students make better than expected progress in KG and in all cycles. In lessons, most children in KG make the expected progress. A majority of students make better than expected progress in Cycles 1, 2 and 3.The 2022-2023 external IBT assessments show that almost all students attain levels that are above the curriculum standards in the three cycles. This does not match with that seen in lessons and students' recent work, where most attain in line with curriculum standards.Most children in KG, and students in Cycles 1 and 2 have adequate scientific knowledge and skills, but do not always use accurate scientific terminology when sharing their learning. In KG, students develop a reasonable understanding of the local environment and weather features. In Cycle 2, students demonstrate a secure understanding when discussing photosynthesis. In Cycle 3, students learn to find the value and direction of electromagnetic force in physics and can extract DNA in the laboratory in biology. Across the school, students relate their knowledge and understanding to real-life. Although the majority of students progress well, they do not have sufficiently developed skills to conduct practical work and inquiry-based learning, particularly in KG and Cycle 1. Students in Cycle 3 work productively in the laboratory to carry out an experiment with simple steps. Research skills and report writing are less developed.A majority of groups make better than expected progress. A few higher and lower attainers and SEN do not always make sufficient progress. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">Students relate their knowledge and understanding to real-life in all cycles.Students' progress in developing knowledge and understanding of scientific concepts across the school.Students' practical laboratory skills in Cycle 3. | <ul style="list-style-type: none">Students' skills in practical work and inquiry-based learning particularly in KG and Cycle 1.Students' use of accurate scientific terminology when sharing their learning in KG and Cycles 1 and 2.Research skills and report writing in Cycle 3. |



| | | |
|-----------------------|---|--|
| Other subjects | <ul style="list-style-type: none">Students' achievement in other subjects is acceptable overall. Most students make the expected progress in sports and physical education (PE), art and music across the school, and in Cycles 1 and 2 in computer and creative design lessons. In Cycle 3 a majority of students make better than expected progress in computer and creative design, and innovation.Internal assessment data indicates outstanding attainment across all cycles. In lessons, most students attain in line with curriculum standards. There are no external assessments for other subjects.In PE, most students in Cycle 1 can run in and out of cones, throw and receive a ball and pass and receive a bouncing ball with good control. In Cycle 2, most students go on to pass a ball while running. Students do not participate in team games and so cannot employ tactics and strategies to out-manoeuvre opponents. In art, most students in all cycles choose different mediums to express their creativity. Students in Cycle 3 sometimes develop ideas into more complex art such as drawing portraits of UAE leaders. In Cycles 1 and 2, most students can follow instructions in computer technology, programme robots and design 3-dimensional shapes, for example. In music, Cycle 2 and 3 students sing and chant along to some cultural songs.Most groups make similar progress. The gifted and talented G&T students and higher-attaining students do not always make the progress they are capable of, especially in PE, and art and creative design in Cycles 1 and 2. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">Students' passing and receiving a ball in handball games in Cycle 1.Students mixing and using colour to create more complex paintings in Cycle 3. | <ul style="list-style-type: none">Higher attaining and G&T students' advanced skills in sports and PE, art and computer and creative design in Cycles 1 and 2Students' progress in using computer technology to be creative and innovative in Cycles 1 and 2. |



| | | |
|------------------------|--|---|
| Learning Skills | <ul style="list-style-type: none">• Learning skills are acceptable in KG and good in the other cycles. Students across the school are enthusiastic learners and regularly take responsibility for their own learning, particularly in the upper school during assemblies, laboratory lessons and group work. Children in KG rely too heavily on teachers to tell them what to do.• Interactions and collaboration among children and students generally contribute to positive learning environments. Grade 9 students discuss the impact of electronic addiction on health. Students across the cycles demonstrate the ability to communicate their learning clearly to teachers and one another using standard Arabic. Grade 8 students collaborate well to create the UAE map with all iconic landmarks and mountains.• Children and students frequently use their own examples from the real world when explaining their ideas. Students in Cycle 1 link fractions to pizza pieces. Older students can make links between subjects particularly in Arabic and Islamic Education; for example, Grade 11 students compare the Prophet Muhammad's (PBUH) wife and Sheikha Fatima bint Mubarak and their influence on the community.• The use of research and access to learning technology supports regular independent inquiry in most lessons in Cycles 2 and 3. Students in the upper grades find things out for themselves. This is less evident in KG and Cycle 1. Students' critical thinking and problem-solving skills are improving features across the school. They demonstrate some innovation and enterprise skills in their projects and other work, particularly in Cycles 2 and 3. In science, Grade 7 students created a logo for UAE COP28. In mathematics, Grade 9 students use QR codes to access quizzes and apply formulas. Students' innovation skills in lessons remain a developing feature. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' engagement in their learning across the school.• Students' collaboration and communication skills, across the school.• Students' ability to make connections between areas of learning, particularly in Arabic and Islamic education across the school. | <ul style="list-style-type: none">• The reliance in KG on teachers telling the children what to do.• Regular independent inquiry and use of learning technologies in KG and Cycle 1.• Students' development of innovation and enterprise skills in lessons across the school. |



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

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

| Indicators: | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|--|-------------|-------------|-------------|-------------|
| Personal development | Good | Good | Good | Good |
| <ul style="list-style-type: none"> Students across the school have positive attitudes towards learning, are well behaved and are courteous to adults and other students. Relationships are strong. The discipline committee of the student council takes leadership roles in organising extra-curricular activities and events and helping with behaviour during break times. Students demonstrate a sound understanding of safe and healthy living. Students enjoy participating in sports and PE and in varied activities that promote safe and healthy lifestyles such as celebrating Heart Day and Diabetes Day. A noticeable number do not consistently make appropriate food choices. Attendance at 97% is very good. A large minority of students arrive late to assembly. | | | | |
| Understanding of Islamic values and awareness of Emirati and world cultures | Good | Good | Good | Good |
| <ul style="list-style-type: none"> Students demonstrate a clear appreciation and understanding of Islamic values and mostly put into practice the Islamic values they learn. Students perform Dhuhr prayers in school and are involved in a variety of Islamic events, the latest was 'Haq Al Laila'. Students engage in the Holy Qur'an and the Noble Hadeeth competitions, recite the Holy Qur'an verses respectfully in morning assemblies and are involved in preparations to celebrate Ramadan. Students show a clear understanding and appreciation of UAE heritage, culture, and values. They appreciate the UAE leaders and show pride through their artwork and during assemblies. Students celebrate other cultures on Culture Day where they wear different costumes and perform traditional dances. | | | | |
| Social responsibility and innovation skills | Good | Good | Good | Good |



- Students in Cycle 3 participate in committees for energy saving, sustainability, and volunteering. The student council is an effective forum for students to play a positive role in their school and show good commitment and social responsibility. Students participate in some volunteering, for example the 'Tarahom' Campaign where they collect clothes and food, which they donate to less fortunate people. Younger students have fewer opportunities to be involved in the local community.
- Students' creativity and innovation are still developing features. In Cycle 2 students engage in projects such as building a helicopter that flies using solar energy. In Cycle 1, students create animal masks in Art.
- Students develop an adequate understanding of the environment and sustainability issues through social studies, science and art classes. In Cycle 2, for example, students use recycled plastic cups to create models in arts. Older students held a campaign to eliminate the use of plastic cups in the school, while in KG and Cycle 1, students plant vegetables in the school garden.

Areas of Strength:

- Students' behaviour and their courteous relationships across the school.
- Students' very good attendance.
- Students' appreciation and application of UAE culture and Islamic values.

Areas for Improvement:

- Students consistently making appropriate food choices.
- Students' punctuality to assemblies.
- Creativity and innovation skills.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

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

- Most teachers consistently apply their secure knowledge of their subjects and how students learn. They use a variety of teaching strategies and teaching styles, including group work and practical exploration to ensure student engagement in most lessons. This is less evident in KG and in English, where teaching approaches are less secure.
- In all cycles, less so in KG, teachers plan purposeful lessons, taking into account students' prior learning and using resources and managing time effectively. The use of learning platforms in science and mathematics accelerates students' progress. The learning environment generally ensures that the students in Cycles 1, 2 and 3 are successful learners.
- In most classrooms, teacher-student interactions and teachers' use of varied questions successfully promote students' knowledge and understanding and consolidate the main learning points. This is less evident in KG, where questioning does not enable children to make extended responses. Examples of probing and open-ended questions that allow students to develop their critical thinking skills and innovation skills are seen in the core subjects, especially in Cycle 3. Matching learning activities to students' different needs is inconsistent across subjects and cycles. At times, the support given to students is not sufficiently personalised, including for students with SEN and the G&T. The teaching strategies to provide appropriately challenging work for students are better in the advanced classes in Cycle 3.
- Teachers plan to provide opportunities for critical thinking and problem-solving skills, across subject areas. Good examples are seen in Cycle 3. The consistent development of independent learning skills is not always evident in the KG. Critical thinking skills were observed in Arabic in Cycle 1 where students made connections between their knowledge of the map and the topology of UAE and its effect on the students' own lives and environment. In an English class in Cycle 3, students critically discussed the negative aspects of social media. Innovation is less well promoted.

| | | | | |
|-------------------|-------------------|-------------|-------------|-------------|
| Assessment | Acceptable | Good | Good | Good |
|-------------------|-------------------|-------------|-------------|-------------|

- The school has systems in place to analyse internal and external assessment data to inform student attainment and progress in all cycles, except for KG. Assessment practices include students' self and peer assessment through exit tickets at the end of lessons. The school uses the IBT in Arabic, English, science, and mathematics to benchmark students' attainment against international standards.
- Assessment data analysis enables teachers in the key subjects to monitor students' individual progress, particularly in the upper grades. Only a minority of teachers are using the data to guide their lesson planning to align activities closely to students' needs. The analysis and use of the

**School Performance Review of Al Bayan Private School
26 - 29 February 2024**



assessment is not evident in KG, where there is very little benchmarking of children's starting points. Systems for assessing children's progress and attainment are still not fully in place.

- Adequate use is made of assessment information to guide adaptations to the curriculum and changes to teaching approaches. The information provides teachers with valuable evidence of students' progress over time. This enables teachers to have knowledge of students' strengths and weaknesses and provide suitable feedback.

Areas of Strength:

- Teachers' knowledge of their subjects and their interactions with students are conducive to learning in the better lessons.
- Teachers' appropriate integration of strategies to promote critical thinking, particularly in Cycle 3.
- The emerging use of assessment data to track students' progress in Cycles 1, 2 and 3.

Areas for Improvement:

- The promotion of innovation in lessons.
- Assessment processes in KG to benchmark children's starting points and monitor their progress.
- The use of assessment to inform lesson planning to align teaching strategies and learning activities more closely to students' different needs especially for students with SEN, the G&T, and children in KG.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

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

- The curriculum has a clear rationale. It is balanced and mostly age appropriate. It is relevant and effective in developing knowledge, skills and understanding in most subjects. The curriculum closely follows the licensed requirements and the national statutory requirements. The KG curriculum is less rich and does not fully take account of the role of self-directed play in learning activities.
- Termly lesson plans and weekly programmes are implemented conscientiously. All skills development opportunities are not taken, and the delivered curriculum focuses more on knowledge acquisition and less on the application of understanding and skill development. There are elements of curriculum progression in subjects like Arabic and science, but this is less consistent in English and other subjects.
- Choices of general or advance pathways to be taken in Cycle 3 are offered to students at the end of Cycle 2. The advanced pathway offers the option to study chemistry, biology, physics and health science. Cross-curricular links are well planned. Students are encouraged to use the online platforms that the school subscribes to, which allow meaningful links to be established across all subjects. More explicit links are made across topics and themes in the curriculum in Cycle 3. The curriculum is reviewed regularly and ensures the needs of most students in Cycles 1, 2 and 3 are met. Planning for a more coherent curriculum in KG, that considers children's levels at the start of the year, is less effective.

| | | | | |
|-----------------------|------------|------------|------------|------------|
| Curriculum adaptation | Acceptable | Acceptable | Acceptable | Acceptable |
|-----------------------|------------|------------|------------|------------|

- Curriculum modifications meet the needs of most groups of students. The Tamkeen programme allows targeted students in Cycle 2 to develop their skills in Arabic and English. The curriculum in KG is based too much on knowledge rather than skills and it does not consistently cater for the needs of G&T students.
- The school provides a range of extra-curricular activities, projects and competitions to support the needs and interests of the students, especially in the core subjects. Opportunities for enhancement, enterprise and innovation are inconsistent across subjects and cycles. Good innovation skills are seen in mathematics in Cycle 3, with calculations linked to the height of tall buildings, such as the Burj Khalifa, worked out by the students.
- The curriculum offers many opportunities for students to develop their understanding of the culture and values of Emirati society. These are reflected in assemblies, projects, events and displays around school. Well-planned learning experiences are provided to enable students to



develop a comprehensive understanding of these values, which are integrated within the curriculum.

Areas of Strength:

- A balanced curriculum that develops knowledge and understanding in most subjects across Cycle 1, 2 and 3.
- The extra-curricular activities, projects, events and competitions that enrich the curriculum across all cycles.
- Effective links with Emirati culture, particularly in Islamic Education, Arabic and social studies.

Areas for Improvement:

- A child centred and play based curriculum in KG that develops children's initiative and ability to make choices.
- Curriculum modifications to ensure the needs of all students are met and that skills of innovation and enterprise are promoted.



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

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

| Indicators: | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|--|-------------------|-------------------|-------------------|-------------------|
| Health and safety, including arrangements for child protection /safeguarding | Good | Good | Good | Good |
| <ul style="list-style-type: none">• The school implements effective safeguarding procedures, including child protection and behaviour policies, which are communicated clearly to staff, parents, and students. Staff are trained in safeguarding with parents and students regularly informed about internet safety and social media hazards. Students feel secure and able to report any concerns. Comprehensive risk assessments are carried out for all off-site activities. There are regular health and safety checks, vigilant supervision, and security measures throughout the school and on school transport.• The school maintains an up-to-date health and safety record, with regular fire drills and evacuation procedures. The learning environment includes ramps, but the absence of a lift presents some accessibility challenges in relation to the upper floors.• The school promotes students' understanding of the need for a healthy lifestyle through PE and the health sciences and healthy meal options are provided. This guidance is not consistently supported across the curriculum or followed by all students. Measures are taken to protect students from undue sun exposure. | | | | |
| Care and support | Acceptable | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none">• Teachers maintain a reasonable understanding of students' social, physical, emotional, and intellectual needs, fostering positive relationships and mutual respect. The school effectively manages student behaviour through the consistent implementation of clear policies. Parents are informed about disciplinary procedures, ensuring a collaborative approach to maintaining a positive learning environment.• Effective systems, known by students, staff and parents, are in place for managing and promoting very good attendance. There are follow-up procedures for any unexcused absences and lateness. Efforts are underway to reduce instances of tardiness to assemblies which remains an issue.• The school suitably identifies SEN students. Two social workers lead the identification process and share relevant information with staff, utilising their expertise to train other team members. The school ensures inclusive assessment procedures on entrance to support all students' needs. | | | | |



- The school appropriately manages support for SEN, providing both individualised assistance and in-class guidance as necessary, with routine monitoring of their progress. Facilities and resources are adapted to accommodate their requirements, leading to reasonable progress among these students. While talented students are identified gifted students are not, so efforts to fully meet their needs are inconsistent. Students have confidence in seeking help from staff.
- Appropriate advice and guidance are provided to students on course options and future education and career planning. There are suitable procedures for supporting students transitioning from one phase to the next. Support procedures for children transitioning from KG2 to Grade 1 are less secure.

Areas of Strength:

- The care, welfare and safeguarding of students.
- Systems to manage and monitor students' attendance.
- Strong staff-student relationships and effective behaviour management practices.

Areas for Improvement:

- Enhancing the provision and promotion of safe and healthy lifestyles.
- Systematic approach for identifying and supporting G&T students.
- Support for children on transition from KG to Grade 1.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- The principal sets a clear direction and promotes a vision shared by the whole school community. There is a clear commitment to the UAE priorities. The principal demonstrates a strong commitment to ensuring that all staff and students feel included and have a sense of belonging. All leaders have a clear understanding of the curriculum and best practices in teaching and assessment. This has resulted in improved students' achievement and learning skills in most subjects and cycles.
- Relationships are positive and professional, and morale is high. Senior leaders have identified assessment as a key area for improvement. Assessment data is analysed effectively but is not yet being used consistently to inform and improve teaching and learning. The school leaders demonstrate a good capacity to improve the school. The principal ensures that the school is compliant with all statutory requirements.

Self-evaluation and improvement planning

Acceptable

- All staff actively participate in the self-evaluation process (SEF) resulting in a secure understanding of the school's strengths and improvement areas. The SEF considers valid sources of evidence, including internal but not external assessments. Judgements generally align with the UAE Inspection Framework. The school improvement plan pinpoints areas for improvement and outlines appropriate targets, suitable strategies, success criteria, and responsible members of staff, but success criteria are insufficiently focused on students' outcomes. The systematic monitoring and subsequent support for teaching and assessment has resulted in improvements. The school is working on improving assessment practices to ensure that all teachers effectively use assessment data in their planning to meet the needs of all students.

Partnerships with parents and the community

Good

- The school has a functioning parent council that actively organizes various events such as 'Haq Al Laila'. Parents' support makes a very positive contribution to raising students'



standards. Communication with parents is strong. Weekly updates are communicated through Telegram. Termly, parent-teacher meetings enable teachers to share feedback and guide parents on supporting their children's learning at home. Parents value access to a web-based system where they can review their children's progress at any time. The school has strong partnerships with the local community. There are established connections with other schools and numerous local universities to enhance students' academic and personal development, such as the chess competition with another private school in Khorfakkan, Sharjah. International links are not yet established.

Governance

Good

- The governing board includes representation from almost all stakeholders. The board includes the school's owner, a representation of parents, staff and students. The governing board communicates information with stakeholders and actively seeks their input and views. Through monthly meetings, governors seek assurances that the school is operating effectively and compliantly on a day-to-day basis and ensure all statutory requirements are being met.

Management, staffing, facilities and resources

Good

- Most aspects of the day-to-day management of the school are well organised and ensure that the school has a calm and welcoming learning environment. The school is staffed appropriately, enabling the fulfilment of its vision and mission. All staff benefit from regular professional development, closely matched to the school's priorities. This has yet to have a full impact on students' attainment, particularly in KG. There is a range of specialist facilities in science, art, and ICT. The outdoor areas and sports facilities are used effectively to support students' physical and mental wellbeing. The KG is not sufficiently well-resourced to support play-based learning.

Areas of Strength:

- The principal's clear vision and strong commitment to the UAE National priorities.
- Partnerships with parents and the local community.
- Leaders' and governors' capacity to improve the school.

Areas for Improvement:

- Linking the analysis of internal and external assessment data in the school improvement plan and ensuring that success criteria is focused on student outcomes.



- Professional development training and enhanced resources to improve provision, especially in KG.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 10 Arabic teachers, including 1 for KG, 1 support teacher and 8 teachers for Cycles 1, 2 and 3. The student-teacher ratio is 1:75. The Arabic coordinators monitor planning, lessons, and assessment information.
- There are 3764 books in the library: 1700 are fiction books and 2064 are non-fiction. In addition, all students have the MoE subject textbooks and KG classrooms have some stories to support children's learning.
- Students visit the library weekly and can take books home. In classrooms, students read from their workbooks, or the texts displayed on smartboards, particularly in Cycle 3. Students use e-learning platforms, such as Alef Platform and Nahla and Nahel for Cycle 1 to practise reading independently.
- Students participate in a range of external reading competitions such as the Arabic Reading Challenge, and school-based reading competitions, such as 'My family reads', which involve parents. Students are also encouraged to conduct research on famous writers and poets. Parents come to school to read stories to the younger students about handmade jewellery in the UAE for example or read along with their children at home.

The school's use of external benchmarking data

- All students from Grade 4 to Grade 9, 235 students, participated in the IBT Exam 2023-2024. A sample of students in Grades 4 and 8 participated in TIMSS mock exam in 2022-2023 and a sample of students in Grade 4 participated in the PISA exam in 2019-2020. All Emirati students in Grade 12 participated in EMSAT.
- To prepare students, teachers incorporate sample questions from exams into lesson plans with teachers guiding students how to solve them.
- Teachers communicate the significance of these benchmarking examinations to parents through group meetings. Test results are shared with students through Telegram.
- Test results are communicated to parents through individual meetings. The MoE email EMSAT exam results to students individually.

Provision for KG

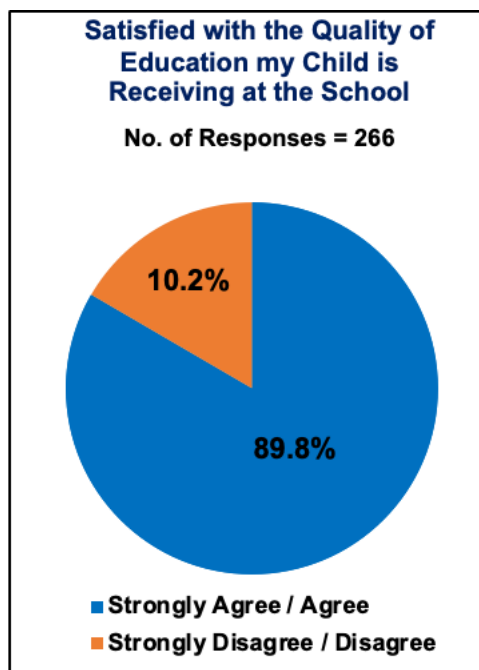
- The two classrooms in KG include 13 children in KG1, and 25 children in KG2. There are 3 teachers, a mathematics and science teacher, a teacher for Arabic, Islamic Education and social studies, and a teacher for English. The teacher-student ratio is 1:13.
- Classrooms are small and are adjacent to Grades 1 and 2 classrooms. The indoor environment allows some exploration through activity centres. Resources to meet the needs of the curriculum and hands-on learning are adequate.
- The outdoor playground is fit for purpose with a structure and a slide to enhance children's physical development. There is a small outdoor garden where children enjoy some gardening and some play-based exploration. The space allows some movement.



- As a pre-admission procedure, children meet teachers for a quick screening of skills, and parents are then informed of results in writing. KG2 children visit Grade 1 classrooms to meet their new teachers as preparation for the next stage.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' attainment to become at least good and progress to very good by:
 - accelerating children's progress in KG.
 - improving students' extended writing using accurate and correct English grammar.
 - extending students' scientific inquiry skills.
 - developing students' innovation and enterprise.
- Improve teaching and assessment, especially in KG by:
 - ensuring that teachers consistently plan well-differentiated work to meet the needs of all students, especially lower and higher attainers and the G&T.
 - establishing assessment procedures in KG to set a baseline, monitor progress and inform teaching.
- Improve the effectiveness of leadership and management to at least a very good level by:
 - identifying and monitoring school improvement targets against students' attainment and progress.
 - improving the process of identification and support for G&T students.
 - modifying the curriculum to meet the needs of all student groups, including in KG.
 - enriching teaching resources for other subjects and in KG.



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.