



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR)| Report

Bin Khaldun Private School
11-14 March 2024

**Overall
Effectiveness:
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	170
	School location	Al Azra, Sharjah
	Establishment date	1996
	Language of instruction	Arabic
	School curriculum	Ministry of Education (MoE)
	Accreditation body	-
	Examination Board	MoE
	National Agenda Benchmark Tests/ International assessment	IBT, PISA, EmSAT, TALA, Mubakkir
	Fee range	6,800 - 12,400 AED
	Principal	Youssel Ahmed Al Bassis
	Chair of Board of Governors	Mohamed Issa Sultan Al Suwaidi
Staff	Total number of teachers	67
	Total number of teaching assistants	4
	Turnover rate	5%
	Main nationality of teachers	Egyptian
	Teacher: student ratio	1:15
	Total number of students	1025
Students	Total number of students per cycle	KG: 68 Cycle 1: 209 Cycle 2: 311 Cycle 3: 437
	Number of Emirati students	Total: 19
	Number of Emirati students per cycle	KG: 1 Cycle 1: 3 Cycle 2: 6 Cycle 3: 9
	KG: number and gender	Boys: 40 Girls: 28
	Primary: number and gender	Boys: 96 Girls:113
	Middle: number and gender	Boys: 204 Girls:107
	High: number and gender	Boys: 262 Girls: 175
	Nationality groups	1. Egyptian 2. Jordanian
	Total number of students with special educational needs	10



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 130 lesson observations, 75 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. The school has remained acceptable since the previous review visit. In Cycles 2 and 3, students' achievement is good in Islamic Education, Arabic and social studies and across KG and all cycles in other subjects. Learning skills are acceptable across the school, as are teaching and assessment, and curriculum design and adaptation. Students' personal development and their understanding of Islamic values are good. Their social responsibility and innovation skills are good in Cycles 2 and 3 and acceptable in KG and Cycle 1. The school's arrangements for health and safety and care and support are good. School leadership, self-evaluation, governance and facilities and resources are all acceptable. The school's partnerships with parents are good. The learning environment supports students' wellbeing.

KEY AREAS OF STRENGTH:

- Students' improved achievement in Islamic Education, Arabic and social studies.
- Students' understanding of Islamic values and the culture and heritage of the UAE.
- The protection, care, and support for students' wellbeing.
- The senior leaders' direction and improved partnerships with parents.

KEY AREAS FOR IMPROVEMENT:

- Achievement to be at least good or better level in all subjects.
- The quality and consistency of teaching and the use of assessment information.
- The adaptation and review of the curriculum to meet the needs and abilities of all groups of students.
- The capacity of leaders at all levels to further improve the school's performance.



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	Good	Good
	Progress	Good	Acceptable	Good	Good
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Good	Good
	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	Good	Good
	Progress	Good	Good	Good	Good
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is good overall, and it is acceptable in Cycle 1. In lessons and students' work, the majority of students make better than expected progress. This does not align to internal assessment, which indicates outstanding progress in Cycles 1 to 3 but does align with good in KG.• Internal data for Cycles 1 to 3 indicates that attainment is outstanding, and good in KG. This does not match with the acceptable attainment observed in KG and Cycle 1, and the good attainment in Cycles 2 and 3. There is no external assessment data for this subject.• In KG, children develop good knowledge of the five Pillars of Islam, know that Allah (SWT) has created the universe. They know the importance of prayer and can talk about the numbers of prayers Muslims need to pray daily and the extra prayers (Tarawih) to be conducted during the Holy Month of Ramadan. In Cycle 1, students develop adequate knowledge of congregational prayers, compulsory prayers and the additional prayers (Nawafil). Students have not gained enough knowledge about the Islamic figures and the companions (Sahaba) of the Prophet Muhammad (PBUH) and their impact on the spread of Islam. In Cycle 2, students know the values and importance of diversity, tolerance, and respect for others. In Cycle 3, students develop good knowledge about Islamic laws, including marriage and positive relationships and kinship within Muslim families. Students' recitation of Surahs from the Holy Qur'an, following Tajweed rules are less well-developed in Cycles 2 to 3.• The majority of groups of students make better than expected progress. High-attaining and gifted and talented (G&T) students are insufficiently challenged.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• In KG, children's knowledge of the importance of prayer in Islam.• Students' knowledge of Islamic laws, including marriage, in Cycle 3.	<ul style="list-style-type: none">• Students' knowledge of Islamic figures and their impact on the spread of Islam, in Cycle 1.• Students' ability to apply Tajweed rules correctly when reciting the Holy Qur'an in Cycles 2to 3.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic is good overall where it is offered as Arabic as a First Language. In lessons and their work, the majority of students in Cycles 1 to 3 make better than expected progress. In KG, most children make expected progress. This does not align with the school's internal data which indicates that progress is outstanding across all cycles.Internal assessment data shows good attainment in KG and outstanding attainment in Cycles 1 to 3. In lessons and students' work, the majority of students in Cycles 2 and 3 attain above curriculum standards, and most children in KG and students in Cycle 1, attain in line with curriculum standards. In 2023-24, students from Grades 3 to 11 took part in TALA assessments and their attainment was average overall, except for students in Grades 3, 10 and 11 whose attainment was above average. In 2023-24, students in Grades 1 and 2 took part in Mubakkir assessments. The school has not yet received the results.In KG, children develop expected skills as they comprehend short stories and read sight words. A minority can read short sentences and unfamiliar words. In Cycle 1, students can read short stories, extract the main ideas, and share their views about the structure and events in a text. In Cycle 2, students can read unfamiliar texts, identify elements such as setting, main and secondary characters, plot and climax. In Cycle 3, students confidently read prose and poetry, and identify the main ideas and poetic devices, including similes, metaphors and irony. Student's comprehension skills are well developed in Cycles 2 and 3. In all cycles, students use standard Arabic well in different contexts. In Cycles 1 to 3, extended writing, using correct grammar is less well-developed.The majority of groups of students make better than expected progress. High-attaining students do not always make the progress that they are capable of.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' use of standard Arabic speaking in all cycles.Students' comprehension skills in Cycles 2 and 3.	<ul style="list-style-type: none">Children's reading skills in KG.Students' extended writing, using correct grammar, in Cycles 1 to 3.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. In lessons and their work, the majority of children in KG and students in Cycles 1 to 3 make better than expected progress. This is aligned with the school's internal data, indicating good progress.• Internal data shows attainment is outstanding in Cycles 1 to 3, and good in KG. This is not evident in lessons and students' work, where the majority of students attain above curriculum standards in Cycles 2 and 3, and most students attain in line with curriculum standards in KG and Cycle 1. There is no external assessment data for this subject.• In KG, children know that H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) is the founder of the UAE and can name the 7 Emirates and the UAE rulers. They know the colours on the flag represent courage, power, peace and solidarity. In Cycle 1, students develop good knowledge about pollution and its causes and can suggest solutions. They know about the UAE geography and can locate the borders on a map. A minority of students have not fully developed their mapping skills. In Cycle 2, students have good understanding of citizenship and the national economy. They explore the role of the government to regulate policies and to promote green energy. A minority of students are not able to explore the positive and negative impact that producers and consumers can have on the UAE economy. In Cycle 3, students demonstrate a clear knowledge of biodiversity and ecosystems in the UAE. They understand that conservation and sustainability are essential for the protection of the environment.• Overall, the majority of the groups of students make better than expected progress in all cycles. High-attaining students do not receive sufficient challenge to accelerate their progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• In KG, children's knowledge of the heritage of the UAE and its rulers.• Cycle 3 students' understanding of biodiversity and ecosystems.	<ul style="list-style-type: none">• Students' ability to locate sites on maps correctly in Cycle 1.• Students' deeper understanding of the effects that producers and consumers can have on the UAE economy in Cycle 2.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. Internal assessments show that progress is good across the school. This is not evident in lessons and students' work, where most children and students make expected progress.• Internal data shows good attainment in KG and Cycle 3, and acceptable attainment in Cycles 1 and 2. In 2023-24, IBT assessments for students from Grades 3 to 10 were in line with the national averages. This matches what was seen in lessons and students' work.• In KG, children can form letters and use high frequency words correctly and vocalise short sentences. In Cycle 1, students can retell simple stories in their own words and interact well with others. A minority of students have less developed reading and comprehension skills. In Cycle 2, students can read, comprehend, and identify key pieces of information from texts and infer information from pictures. In Cycle 3, students read fluently. A minority of students are not able to identify inferred information from more complex texts, make predictions, paraphrase, and summarise texts. Students in Grade 12 are beginning to make use of writing rubrics to plan, produce and review their writing. In all grades, students speaking and listening skills are strong. Writing is less developed, and students make basic spelling, punctuation, and grammatical errors in Cycles 1 to 3.• Most students make expected progress. A minority of girls make better than expected progress when compared to boys.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children and students' speaking and listening skills across the school.• Older students', in Cycle 3, use of writing rubrics to plan and produce work.	<ul style="list-style-type: none">• Students' reading and comprehension skills in Cycle 1.• Students' reading, comprehension, inference, and summarising skills in Cycle 3.• Students' extended writing skills, using correct grammar, spelling, and punctuation in Cycle 1 to 3.



Mathematics	<ul style="list-style-type: none">Students' achievement in mathematics is acceptable overall. In lessons and students' work, most students make expected progress in KG, Cycles 1 and 2, and the majority of students in Cycle 3 make better than expected progress. This does not fully match with the school's data, indicating good progress overall.Internal assessment data indicates outstanding attainment in all cycles. This is not seen in lessons and students' books, where most students attain levels that are in line with curriculum standards. The IBT results for 2023-24, show attainment is average from Grades 3 to 10.In KG, children can count up to a given number, recognise numerals and can add simple sets of objects. A minority of children cannot form numbers correctly. In Cycle 1, students can solve simple arithmetic problems, involving addition and subtraction. Their mental mathematics skills are less developed. In Cycle 2, students can tackle problems related to fractions, geometry, and algebra. In Cycle 3, students develop secure knowledge and skills, for example to solve expressions and vectors. In Cycles 2 and 3, the higher order thinking skills required to solve complex operations are less developed.Most groups of students make expected progress in KG, Cycles 1 and 2, and good progress in Cycle 3.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Children's basic numeracy skills in KG.Students' knowledge about vectors in Cycle 3.	<ul style="list-style-type: none">Number formation in KG.Students' mental mathematics in Cycle 1.The application of higher order thinking skills in problem-solving in Cycles 2 and 3.



Science	<ul style="list-style-type: none">• Overall, students' achievement in science is acceptable. Internal assessment shows that the progress is good in Cycles 1 to 3 and acceptable in KG. This is not evident in lessons and students' work, which shows that most make expected progress in KG and in Cycles 1 to 3.• Internal data shows attainment is good in Cycles 1 to 3, and acceptable in KG. This is not borne out by observations of lessons and students' work, which show that most students attain in line with curriculum standards. The IBT results for 2023-24, show average attainment for students in Grades 3 to 10.• Most children and students make acceptable progress. In KG, children can mix paint colours and talk about different shades. Children do not have access to enough practical experiences to explore and to find out more about things for themselves. In Cycle 1, students explore magnets and the three states of matter and can explain their findings orally. In Cycle 2, students understand the states of water, including vapour, liquid and solid. They know about the role of growth factors in the life of a plant, and photosynthesis. In Cycle 3, students know about the relationship between gravity and planetary motions, the types of chemical reactions and the effects of heat or sunlight on velocity. In Cycles 1 and 2, students do not write their findings. In Cycle 3, students do not fully lead on investigations independently, hypothesise, experiment or draw conclusions and write a report.• Most groups of students make expected progress. High-attaining students do not receive enough challenge to extend their learning.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to explore resources such as magnets in Cycle 1.• Students' knowledge of physical sciences in Cycle 3.	<ul style="list-style-type: none">• Children's practical experiences in KG.• Students' ability to take notes during experiments in Cycles 1 and 2.• Students' experience of hypothesis formulation, investigation, conclusion and reporting in Cycle 3.



Other subjects	<ul style="list-style-type: none">• Students' achievements in other subjects, including physical education (PE), art, computing, design, and moral education are good overall. Internal data indicates that students make good progress in KG, and very good progress in other cycles. This does not align with the progress seen in lessons and in students' work, where the majority of students make better than expected progress across the school. Music was not observed as the review took place during the Holy Month of Ramadan.• Internal assessments show very good attainment in all cycles. This is not evident in lessons and students' work, where the majority of students attain above curriculum standards. There is no external assessment data for other subjects.• In PE, in Cycles 1 to 3, students demonstrate good ball skills, running and tumbling. In KG, children are agile on the climbing frame and develop good physical skills. In computing, students choose their own passwords to stay safe and use programmes to create models and drawings. In art, students create 3-dimensional models of their choice. In a Grade 11 lesson, girls were able to use mathematical tools to create pencil drawings of Arabic teapots. A minority of students have not developed their artistic skills. In moral education, all students learn well about the importance of tolerance, respect and patience and perseverance.• The majority of groups of students make better than expected progress. The G&T students do not always make as much progress as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ball skills in Cycles 1 to 3.• Students' knowledge of tolerance and respect in moral education across all cycles.	<ul style="list-style-type: none">• Students' artistic skills to support the development of innovation in all cycles.



Learning Skills	<ul style="list-style-type: none">• Across the school, students enjoy lessons and show responsibility for their learning. They interact well with each other and their teachers and collaborate effectively. For example, in a Grade 10 social studies lesson, students worked well in groups to explain the importance of sustainability and conservation in the UAE and beyond. In some lessons, students are not confident enough to initiate their own discussions and to elaborate on their answers in depth, especially in KG and Cycle 1.• In all cycles, students can transfer and apply knowledge between different areas of learning and the world, when given the opportunity to do so. For example, in KG, children talk about the importance of fasting and prayer, for Muslims. In Grade 9, mathematical problems are linked to everyday life. Students are able to use technologies to support their learning. They ask questions and attempt to find out about things themselves. When they are given the opportunity, they can innovate and think critically. Such opportunities are inconsistent across the school. Students willingly engage in charitable fund raising.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' collaboration skills in all cycles.• Students' linking of their learning to daily life and other subjects across cycles.	<ul style="list-style-type: none">• Students' skills to initiate their own learning and to explain their findings, particularly in KG and Cycle 1.• The development of students' critical thinking, problem-solving and innovation skills across the school.



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">• Across the school, students have positive and responsible attitudes to learning, and respond well to their teachers' comments. They behave well in lessons and around the school. Relationships between teachers and students are positive, and students are sensitive to the needs of others. They feel safe in school and bullying is rare.• Students demonstrate a good understanding of safe and healthy living. They engage well in physical exercises and understand the need to drink enough water to keep hydrated. In KG, children know that eating fruit is good for them.• Students' attendance at 95% is good. Students are punctual to school and lessons and are ready to learn.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">• Students demonstrate a good knowledge of Islamic values and how these influence life in the UAE. This is evident in lessons and assemblies, where students deepen their understanding of Islamic values. This is evident through their recitation of verses from the Holy Qur'an and Noble Hadeeth and participating in fasting during the Holy Month of Ramadan. In KG, students take part in supplication (Duaa) to pray for their families and others who help them.• Students develop a good understanding of the culture and heritage of the UAE. They celebrate and involve themselves in a range of activities, including Flag, National and Martyr Days. Students sing the National Anthem and salute the National flag respectfully. They appreciate that the UAE promotes tolerance and respect for others.• Students are proud of their own culture and traditions and appreciate other cultures around them. For example, they take part in cultural events to learn about the backgrounds of other students. Their understanding of other world cultures is less strong, especially in KG and Cycle 1.				



Social responsibility and innovation skills	Acceptable	Acceptable	Good	Good
<ul style="list-style-type: none">• Students take on roles, for example as school councillors, prefects and scouts, particularly in Cycles 2 and 3. They participate willingly in activities that have a positive impact on the school and beyond, such as organising and leading on assemblies and supporting other students during break times. They deliver food to workers during the Holy Month of Ramadan.• Across the school, students have a good work ethic and take part in enterprise events. They lead, for example, on charitable activities and donate to the UAE Red Crescent. They engage well in innovative activities in art and design and technology, but these skills are less developed in other subjects.• In all cycles, students care for their school and understand the importance of recycling. Older students are aware of the global environmental priorities and have participated in COP28 to promote sustainability.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' attitudes to learning and relationships across the school.• Students' knowledge and appreciation of Islamic values and UAE culture and heritage across cycles.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' understanding of world cultures, especially in KG and Cycle 1.• Students' social contributions in KG and Cycle 1, and their innovation skills in most subjects.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

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

- Most teachers demonstrate a secure knowledge of their subjects and understanding of how students learn. They provide a welcoming learning environment and plan purposeful lessons with clear learning objectives that they share with students so that they are clear about the expectations. They make effective use of lesson time and use the available resources to enhance students' learning.
- Teachers encourage discussions and dialogue and use questioning to check students' understanding. Questions do not always challenge students' thinking enough. In the best lessons, such as Grade 8 social studies, teachers use a variety of teaching approaches to engage and meet the needs of the different groups of students. As a result, students make good progress and achieve the learning objectives. In the less effective lessons, such practice is less evident.
- In general, teachers encourage students to work independently and to use learning technologies, when necessary, to support their learning. There are some opportunities for students develop their problem-solving and critical thinking skills, but these are inconsistent. Students can innovate when given the opportunity to do so. Innovation, problem-solving and critical thinking skills are less well-developed across the school.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable
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- Internal assessment procedures are linked to the curriculum standards. This enables the school to measure students' progress over time. The school takes part in external assessments such as IBT examinations to compare students' attainment against international standards.
- Leaders analyse assessment data for individuals and groups and share it with subject leaders and teachers to inform teaching and curriculum adaptation. In the most effective lessons, teachers use the data effectively to plan learning activities that take into account students' different abilities and needs. In the less effective lessons, teachers do not use the assessment data well enough to provide tasks that meet the needs of most groups of students.
- Teachers know the strengths and weaknesses of their students. They offer oral feedback in lessons and students respond to the teachers' suggestions. Written feedback is regular and positive but does not always make clear to students how their work can be improved.



Areas of Strength:

- Teachers' knowledge of their subjects and of how students learn.
- Teachers' dialogue with students in all cycles.

Areas for Improvement:

- Teachers' questioning to deepen students' learning.
- Teachers' use of assessment data to plan lessons that cater for students' different abilities and needs.
- The guidance given in the marking of students' 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 curriculum is reasonably broad and relevant. It enables students to develop knowledge and skills in the subjects taught and meets the MoE's statutory requirements. Across the school, the curriculum provides adequate continuity and progression in most subjects. In Islamic Education, Arabic and social studies, continuity and progression are effective and, help students to build on their prior learning.
- The curriculum includes a sufficiently broad range of subjects with General and Advanced pathways in Cycle 3, and provision of art, PE and computing to meet students' interests. There are meaningful cross-curricular links between subjects and to real life. For example, in a Grade 10 Arabic lesson, students explored the importance of learning Arabic and linked it to environmental sustainability in the UAE. In a Grade 10 mathematics lesson, students linked the use of exponential equations to finance and marketing.
- The school has reviewed the curriculum to ensure that children in KG and students in Cycle 1 have access to phonics sessions in English to improve their early literacy skills. Curriculum reviews have impacted positively on students' outcomes in Islamic Education, Arabic and social studies, but less so in other subjects.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
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- The school makes adequate modifications to the curriculum to meet the needs of most groups of students. For example, in English, teachers have provided specific lessons to improve students' understanding of letters and sounds. Similarly, modifications have been made to improve reading and comprehension skills in Arabic in Cycle 1. Modifications have had a positive impact on students' outcomes in Islamic Education and social studies. The curriculum is not yet modified to fully meet the needs of all students, particularly the higher-attaining and G&T students.
- The curriculum provides opportunities for students to take part in enterprise events, such as raising funds and making decisions about the charities to donate the funds to. The curriculum is enhanced by a range of extra-curricular activities, including clubs, competitions, and visits to places of interests. Opportunities to develop innovation skills are less well-developed.



- The curriculum provides many connections with Emirati culture and UAE society. In KG, children appreciate having mosques in Sharjah to help Muslims pray. In mathematics in Cycle 3, students explore vectors and refer to the architectural design of buildings in the UAE.

Areas of Strength:

- Enhancement of the curriculum through extra-curricular activities.
- The cross-curricular links that promote understanding of UAE culture and heritage and applications to real life.

Areas for Improvement:

- The modification and adaptation of the curriculum to meet the needs and abilities of all students.
- Opportunities to develop students' innovation skills.



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 has effective policies and procedures for the safeguarding of students, including child protection. Staff have attended child protection training and parents are aware of the school's procedures for keeping their children safe. Students report that they feel safe in school and are confident to ask for help if they are worried.• There are regular risk assessments on the premises and resources, including fire drills to ensure the safety of all. The supervision of students in school and on school transport is thorough. The school maintains detailed medical records and logs of any incidents and subsequent action. All medicines and chemicals are stored securely in safety cabinets. The premises are clean and well maintained and the school provides a safe environment. There are ramps and bathroom facilities for students who might have mobility issues. Currently, there is no lift in the school.• The school's promotion of safe and healthy lifestyles is effective and permeates almost all aspects of school life. Students take part in sports and lead on events, including Heart and Diabetes Days, to highlight the importance of health and wellbeing. Students know how to make informed choices about the food they eat, and they learn about first aid and fire safety.				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">• Relationships between staff and students are cordial and respectful. Behaviour management is effective. Teachers support positive behaviour and students manage their emotions well. The school has effective systems to promote good attendance and punctuality. This has led to attendance improving from acceptable at the time of the previous review to good.• The school has systems in place to identify students with special educational needs (SEN) and G&T students. The school has recruited a member of staff and a child psychologist to oversee the provision of SEN, to assess students and to make referrals when needed. This information is shared with teachers and parents.• In the best lessons, teachers provide appropriate support for students with SEN. Such support is not consistent in all lessons. The G&T students have access to a good range of extra-curricular activities to meet their needs, including sports, reading in Arabic and recitation of the Holy Qur'an. Higher attaining students do not always receive sufficient challenge in lessons to accelerate their progress.				



- The school staff, including the medical personnel, provide good support and guidance for the personal and emotional development and overall wellbeing of students. Across the school, transition arrangements are well-established. In Cycle 2, teachers guide students on career and subject option choices, and older students receive good advice on career pathways, including their transition to higher education.

Areas of Strength:

- Arrangements for safeguarding students, including child protection and health and safety.
- Staff and student relationships and behaviour management.

Areas for Improvement:

- The accessibility of the premises.
- Increased support for students with SEN and the level of support challenge for higher attaining students.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall

Indicators:

The effectiveness of leadership

Acceptable

- The principal and the leadership team have reviewed the school's vision, aiming at improving the school's performance. In general, most leaders demonstrate adequate knowledge and understanding of best teaching, assessment and the curriculum, and their practices are improving steadily. Leaders observe lessons and offer constructive feedback to teachers. This has led to improvement in Islamic Education, Arabic, and social studies.
- Relationships and communication between teachers and others are professional and morale is positive. The school has a distributed leadership model, but not all leaders are clear about their responsibilities. A minority of middle leaders are not held fully accountable for students' achievement, resulting in acceptable performance overall.
- The school leaders have addressed some barriers to learning. Examples include the provision of more opportunities for students to read in Arabic and English, and the promotion of online reading to improve students' comprehension skills. Leaders know the school well and recognise that there is more work to do to further improve students' outcomes in all subjects. They demonstrate sufficient capacity to make the required improvements. They ensure that all statutory and regulatory requirements are met.

Self-evaluation and improvement planning

Acceptable

- The school's self-evaluation (SEF) draws on assessment data and includes the views of teachers, parents and other stakeholders. This helps school leaders to highlight strengths and to identify key areas for improvement. The school's improvement planning shows a mainly accurate view of key priorities with measurable timescales, costings and a system for monitoring and evaluation of the impact of actions. This has resulted in improvements in students' performance in some subjects and in other aspects of the school's provision and outcomes. Assessment information is not always used effectively by teachers to ensure that all students make as much progress as they could or to accurately inform the SEF.

Partnerships with parents and the community

Good

- Parents contribute well to their children's learning. The Parent Group actively involves parents in the life of the school such as organising Eid and National Days. The group also provides regular feedback to the school about parents' views and suggestions. Channels of



<p>communication between the school and parents are regular and effective, including online messaging, letters and community news. The school has a comprehensive system to report to parents on their children's achievements, including their strengths and areas for improvement.</p> <ul style="list-style-type: none">The school has developed a number of productive partnerships with community groups, including health professionals and the emergency services. There are also links with other MoE curriculum schools and international institutions to enhance students' learning.	
Governance	Acceptable
<ul style="list-style-type: none">The governing board includes the owner, school staff, parents and students, and benefits from members with experience in education, finance and health and safety. The owner is very supportive. Governors receive regular reports from the principal and visit the school regularly. They support the school leaders and consult them about school improvement. They are beginning to conduct learning walks across lessons. Checks on students' achievement and holding leaders more accountable for the school's performance is being developed.	
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none">Leaders and staff ensure that the day-to-day management of the school is well-organised. The school has suitably qualified teachers, who support the delivery of the curriculum and observe each other to share best practice. Teachers and middle leaders have not received sufficiently well-tailored training further strengthen their professional skills. The premises and facilities are adequate for teaching and learning and provide ample space for students to socialise with one another. There is just one science laboratory for both boys and girls to share.	
Areas of Strength:	
<ul style="list-style-type: none">The leaders' vision and commitment to improvement.The school's positive partnerships with parents and the community.	
Areas for Improvement:	
<ul style="list-style-type: none">Leaders' monitoring of teaching and use of assessment to improve outcomes and governors further monitoring of school performance.The specific training for teachers and middle leaders to improve their professional skills.The provision of an additional science laboratory.	



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The staffing provision for teaching Arabic is 9 teachers with a teacher to student ratio of 1:106. There are another 8 teachers who teach Islamic Education and social studies. Most teachers are from Egypt and Jordan.
- There is one library with approximately 1500 fiction and non-fiction books. The librarian helps students choose books that are appropriate for their ages and stages of development.
- In Cycles 2 and 3, teachers use the library regularly with students to read together and develop their comprehension skills. In Cycles 1 to 3, students have the opportunity to use the online reading platforms Alef and Kutoubi to read in school and at home. In KG, children have access to reading books in their classrooms. The school encourages parents to read with their children at home.
- The Arabic department organises reading competitions in school and beyond to highlight the importance of reading and sustaining the Arabic language. Students have won several awards in Sharjah and beyond.

The school's use of external benchmarking data

- The school ensured that all students from Grades 3 to 10 participated in the IBT tests in 2023-24. The results show that in English, mathematics and science, their attainment was average. Students from Grade 3 to 11 took part in TALA examinations in Arabic. Their attainment was in line with national standards overall, with the attainment of students in Grades 3, 10 and 11, above average. The school took part in PISA examinations in 2022-23 and has not received any results at this stage. Students from Grades 1 and 2 participated in Mubakkir assessments. These results are not made available to school.
- The school leaders work with other MoE schools to share best practices in teaching, assessment and training. The school has provided training for teachers of mathematics and science on how to use questions from previous assessment papers, such as IBT. This is to help students be familiar with the examination expectations.
- Students know their targets and how they can improve their work. Teachers share the international benchmarking assessment results with parents and provide them with support on how to they can help their children at home.

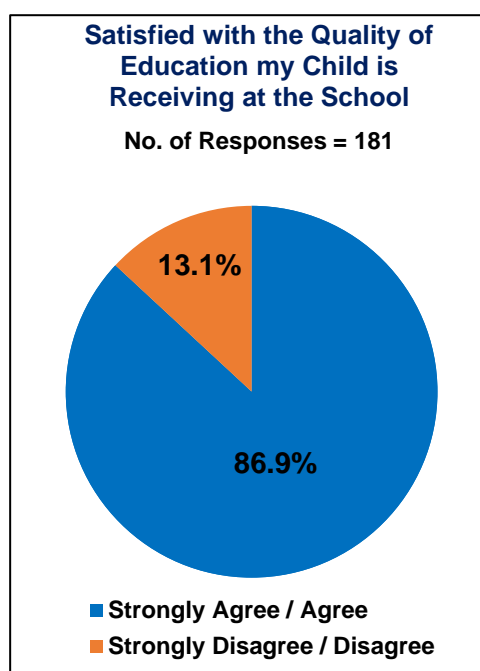
Provision for KG

- The KG provision consists of 1 KG1 and 2 KG2 classrooms. There are 3 teachers and 1 assistant who supports in the classrooms based on children's needs. The adult to child ratio is 1:23. There is a KG leader who oversees the provision, supports teachers on planning and works with parents and external agencies.
- The KG classrooms are adequate in size, and provide a suitable range of resources, including books and art activities. In the activity room, children have access to books, construction blocks and role play kits. There are 2 sheltered outdoor areas, 1 equipped with a climbing frame that children use during play times. The second outdoor space is used for different purposes, such as conducting messy play activities and games.
- The induction system is well-embedded. Teachers invite parents and their children to visit the provision before the beginning of the academic year. They share their procedures with them



so that they are familiar with the routines. Children in KG2 visit their Grade 1 classrooms and meet their new teachers.

VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve further students' achievement to at least good or better level, especially in English, mathematics and science across the school by:
 - providing more opportunities for students to practise their speaking, reading and writing skills, including the use of correct grammar in Arabic and English.
 - offering more tasks in Islamic Education for students to learn about the Muslim figures who spread Islam, practise their recitations skills, following Tajweed rules and, in social studies, locate places on maps correctly and explore the possible impact that producers and consumers can have on the UAE economy.
 - assisting children in KG to write mathematical numbers correctly, and for students in the other cycles to show their calculations in detail and strengthen their higher order thinking skills.
 - providing more practical tasks in science for children in KG and ensuring students in the other cycles have opportunities to hypothesise, investigate, report and to conclude.
 - ensuring that students have more experiences to strengthen their learning skills, including communication in English, innovation, and critical thinking skills.



- providing more tasks for students in other subjects to improve their artistic skills.
- Improve the impact of teaching and assessment on students' achievement by:
 - ensuring teachers consistently use questions to deepen students' learning and use the assessment information to provide lessons that meet the needs and abilities of all groups of students.
 - ensuring that teachers support innovation and critical thinking skills.
 - ensuring that teachers continue to review and adapt the curriculum to cater for needs and abilities of all students.
 - ensuring that teachers give students' helpful written feedback to help them improve their work.
- Improve the impact of leadership at all levels by:
 - providing specific training that matches the needs of teachers and middle leaders to improve their teaching, use of assessment and monitoring of lessons.
 - ensuring that governors increase their level of challenge and checks on the progress of all groups of students.
 - ensuring accessibility to the first floors of the buildings and providing an additional science laboratory for students to use.



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.