



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Al Ahliyah Private Schools BR1 LLC.

4 – 7 March 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.....	8
Performance Standard 2: Students' personal and social development and their innovation skills	17
Performance Standard 3: Teaching and assessment	19
Performance Standard 4: curriculum	21
Performance Standard 5: the protection, care, guidance and support of students.....	23
Performance Standard 6: Leadership and management	25
ADDITIONAL FOCUS AREAS.....	28



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	160
	School location	Al Ghubaiba, Sharjah
	Establishment date	1982
	Language of instruction	Arabic
	School curriculum	Ministry of Education (MoE)
	Accreditation body	-
	Examination Board	MoE
	National Agenda Benchmark Tests/ International assessment	IBT, PISA, TIMSS
	Fee range	6,800 -11,600 AED
	Principal	Mohamed Yasser Ibrahim Hamad
	Chair of Board of Governors	Raed Subhi
	Total number of teachers	65
	Total number of teaching assistants	6
	Turnover rate	14%
	Main nationality of teachers	Syrian
	Teacher: student ratio	1:19
	Total number of students	1,230
	Total number of students per cycle	Cycle 2: 520 Cycle 3: 710
	Number of Emirati students	2
	Number of Emirati students per cycle	Cycle 2: 1 Cycle 3: 1
	Cycle 1: number and gender	N/A
	Cycle 2: number and gender	Boys: 263 Girls: 257
	Cycle 3: number and gender	Boys: 358 Girls: 352
	Nationality groups	1. Syrian 2. Jordanian
	Total number of students with special educational needs	10



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 167 lesson observations, 65 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 since the previous review of 2022-23 which was acceptable. Good leadership and strategic planning, with positive contributions from governors and improved partnerships with parents have resulted in good achievement in almost all subjects. The quality of teaching, use of assessment and curriculum design and adaptation are all good. Students' personal development and understanding of Islamic values are very good, their innovation skills are good. Provision for health and safety is very good, with good support and care. The very good learning environment is welcoming and promotes students' learning. The leaders have a good capacity to move the school forward.

KEY AREAS OF STRENGTH:

- Students' achievement in most subjects.
- Students' attitudes to learning and their appreciation of Islamic values and the UAE culture and heritage.
- The improvements in teaching, assessment, and curricular provision.
- The attention to students' welfare, health, and safety.
- Leaders' determination to improve the school's effectiveness.

KEY AREAS FOR IMPROVEMENT:

- To further raise students' achievement in all subjects to be a very good level or better.
- Teachers' use of assessment in lesson planning to ensure learning activities are closely matched to students' needs.
- Further improve the capacity of middle leaders to further increase performance in their areas of responsibility.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is good overall. In lessons and their work, students make good progress in Cycles 2 and 3. This fully matches with the school's data which indicates good progress in both cycles.• Internal assessment data shows outstanding attainment in both cycles. This does not match with the evidence seen in lessons and students' work, where the majority of students attain above curriculum standards in Cycles 2 and 3. There are no external assessments for this subject.• In Cycle 2, students develop a good knowledge and understanding of Islamic values and principles. They can discuss the importance of tolerance, kindness and mercy, and explain their impact on human relations and community cohesion. Students are able to recite verses from the Holy Qur'an unaided. A minority of students have not fully mastered their recitation skills, following Tajweed rules correctly. In Cycle 3, students understand Islamic law, principles and etiquettes, and can discuss the laws and rights related to marriage in Islam. Few students cannot provide evidence from the Holy Qur'an and the Noble Hadeeth to support their views.• The majority of groups of students make better than expected progress. High attaining and gifted and talented (G&T) students do not receive sufficiently challenging tasks to accelerate their progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of Islamic values and principles in both cycles.• Students' knowledge of Islamic law and etiquettes in Cycle 3.	<ul style="list-style-type: none">• Students' ability to recite verses from the Holy Qur'an, applying Tajweed rules correctly in Cycle 2.• Students' ability to recall evidence from the Holy Qur'an and the Noble Hadeeth related to the relevant topic in Cycle 3.• Appropriately challenging work for high attaining and G&T students.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a first language is good overall. In lessons and their work, the majority of students make better than expected progress in Cycles 2 and 3. This fully matches with the school's data which indicates good progress in both cycles.• Internal assessment data shows outstanding attainment in both cycles. This is not aligned with lessons and students' work, where attainment is good overall. In 2022-23, external MoE examination data shows that most students in Grade 12 attained levels that are above national standards. In 2022-23, Grade 12 students also took part in EmSAT assessments, and their average was well above expectations.• In Cycle 2, students listen attentively, and ask and answer questions confidently about unfamiliar topics. They read well, analyse and extract information from texts correctly. At times, students do not use standard Arabic in their speaking. In Cycle 3, students speak confidently in different contexts and use standard Arabic consistently in their discussions. They read fluently; analyse, discuss, and review the content of the text, and explain their findings. In both cycles, a minority of students are not able to write at length, using correct grammar.• Overall, the majority of groups of students make better than expected progress. In both cycles, a minority of girls make very good progress when compared to boys.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' speaking skills in Cycle 3.• Students' reading and analytical skills in both cycles.	<ul style="list-style-type: none">• Students' consistent use of standard Arabic in Cycle 2.• Students' extended writing and use of correct grammar in both cycles.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. In lessons and their recent work, the majority of students make better than expected progress in Cycles 2 and 3. This matches the internal assessment data, which indicates that students make good progress overall.• Internal assessment data indicates that attainment is outstanding in Cycles 2 and 3. This is not evident in lessons and students' work, where the majority of students attain above curriculum standards in both cycles. There is no external assessment data for this subject.• In Cycle 2, students develop a good knowledge and understanding of the UAE culture, heritage, and history. They explain the important role that women play in the UAE, for instance, in improving the quality of education, commerce and politics. They appreciate the role of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) as the founder of the UAE and explain how the common principles, such as the use of the Arabic language and shared Islamic values and cultures have led to a successful union. Few students are not clear about the historical events that led to the union.• In Cycle 3, students confidently highlight the importance of biodiversity and ecosystems to protect the natural world in the UAE. They know about the importance of using the internet safely and explain how to prevent fraud. Some students are not able to explain the negative impact that shopping online can have on small businesses and the reduction of the workforce in general.• The majority of groups of students makes good progress. In Cycle 3, a minority of girls make very good progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge of the UAE culture, heritage, and society in Cycle 2.• Students' knowledge and understanding of biodiversity and ecosystems in the UAE, in Cycle 3.	<ul style="list-style-type: none">• Students' ability to be familiar with the historical events that led to the union of the UAE in Cycle 2.• Students' knowledge about the negative impact that online shopping can have on the workforce in Cycle 3.



English	<ul style="list-style-type: none">• Students' achievement in English is good overall. In lessons and their work, the majority of students make better than expected progress in Cycles 2 and 3 which matches with the school's data that indicates good progress overall.• Internal assessment data shows that most students attain above curriculum standards in both cycles. In lessons and students' work, most students demonstrate levels of knowledge skills and understanding that are in line with curriculum standards in Cycle 2. The majority of students attain the above curriculum standards in Cycle 3. In 2023-24, students from Grades 6 to 10 participated in IBT assessments, and their results were above average. In 2022-23, students from Grade 12 took part in EmSAT assessments, and their attainment was above expectations.• In Cycle 2, students listen carefully to instructions and concentrate well on tasks. They read well and can explain their findings. A minority of students are not confident enough to interact and to share their ideas about unfamiliar topics. In Cycle 3, students share their ideas well with others, lead on debates and present their arguments with confidence. They read for meaning, interpret and respond to complex passages with increasing skill and confidence. In both cycles, students do not consistently write extended pieces of work, exploring different genres.• The majority of groups of students make better than expected progress. High-attaining and G&T students are insufficiently challenged.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' reading and analytical skills in both cycles.• Students' speaking and debate skills in Cycle 3.	<ul style="list-style-type: none">• Students' speaking skills in Cycle 2.• Students' writing skills in both cycles.• The level of challenge for high attaining and G&T students.



Mathematics	<ul style="list-style-type: none">• Overall, students' achievement in mathematics is good. Internal assessment data indicates outstanding progress across Cycles 2 and 3. Assessment data does not align with observations from lessons and students' work, where the majority of students in Cycles 2 and 3 make better than expected progress.• Internal assessment data shows attainment is outstanding in Cycles 2 and 3. This is not evident in lessons and students' books, where the majority of students attain levels that are above curriculum standards across the school. In 2022-23, students from Grades 6 to 10 participated in IBT assessments, and their results were well above average. In 2023-24, students from Grade 12 took part in EmSAT assessments, and their average was above expectations. The MoE Grade 12 examination results noted outstanding attainment.• In Cycle 2, students solve algebraic, 2-dimensional geometric shapes, and inequalities in shapes. A few students have not fully developed their reasoning skills, especially when dealing with rotation, reflection, and symmetry. In Cycle 3, students are confident to solve linear algebra, calculus, and vectors. A few students have not fully developed their high order thinking skills to tackle complex operations.• Overall, the majority of groups of students make better than expected progress. High-attaining and G&T students do not always receive highly challenging tasks to stretch their ability.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' skills of 2-dimension geometric shapes in Cycle 2.• Students' knowledge of algebra in Cycles 2 and 3.	<ul style="list-style-type: none">• Students' reasoning skills in Cycle 2.• Students' ability to solve complex operations in Cycle 3.• Appropriately challenging work for high attaining and G&T students.



Science	<ul style="list-style-type: none">• Students' achievement in science is good overall in Cycles 2 and 3. In lessons and their work, the majority of students make better than expected progress in both cycles. This matches with the school's assessment data that indicates progress is good in Cycles 2 and 3.• Internal assessment data indicates students reach outstanding levels of attainment in both cycles. In lessons and their work, the majority of students in both cycles attain above the curriculum standards. In 2023-24, students from Grades 6 to 10 took part in IBT assessments, and their results were above average. In 2022-23, students from Grade 12 took part in EmSAT assessments, and their attainment was above average.• In Cycle 2, students can explain the differences between the weather and climate and relate them to sustainability. They explore the impact that the winter weather can have on the UAE economy. Students participate in experiments and share their findings orally. A minority of students do not always write detailed reports about their experiments. In Cycle 3, students develop good scientific skills. For example, they can analyse and describe the functions of the human eye, extract DNA and carry out a titration experiment, applying the Ohm's Law. A minority of students have not fully developed their independent inquiry and investigation skills.• The majority of the groups of students make better than expected progress. The high-attaining and G&T students do not always progress as much as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge about life and physical sciences in both cycles.• Students' scientific practical skills in both cycles.	<ul style="list-style-type: none">• Students' scientific report writing in Cycle 2.• Students' ability to make independent inquiry and to lead on investigations in Cycle 3.• The progress of high attaining and G&T students.



Other subjects	<ul style="list-style-type: none">Students' achievement in other subjects is good in Cycles 2 and 3. In lessons and students' work, the majority of students make better than expected progress in Physical education (PE), computing and moral education, and their progress is acceptable in art. This does not match with the school's data which indicates outstanding progress in both cycles.Internal assessment data shows that attainment for other subjects is outstanding. This is not evident in lessons and students' work, where the majority of students attain above the curriculum standards in PE and moral education, and most students attain in line with curriculum standards in computing and art. There are no external assessments for other subjects.In PE, students develop good fitness, stamina, and ball skills, including football, volleyball, and badminton. Students enjoy sports competitions and teamwork. In computing, students use learning technology to support research and to assess their own learning. Students are confident enough to use design and programmable tools to create, for example, electronic radiators and robotic vehicles. In art, students are beginning to explore resources related to Islamic culture, jewellery design, and how to decorate glass and plastic. Their artistic skills are improving steadily. In moral education, students learn about respecting their parents, neighbours and the elderly, tolerance, forgiveness, and perseverance.The majority of the groups of students make better than expected progress. The G&T students consistently make very good progress, especially boys in football games and competitions.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' sports competitions in both cycles.Students' consistent use of learning technology across the school.	<ul style="list-style-type: none">Students' artistic skills in both cycles.



Learning Skills	<ul style="list-style-type: none">• Across the school, students engage well in their activities and show good attitudes to learning. They take increasing responsibility for their own learning and know how to improve the quality of their work.• Students interact well, collaborate in small groups, and discuss new ideas and findings with their peers and teachers. In Cycle 2, a few students are not able to share their viewpoints with the whole class in English.• In both cycles, students make meaningful connections between areas of learning and relate them well to the real world. For example, in a Grade 7 social studies lesson, students made links between the personality of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) in relation to tolerance and explained how the UAE promotes tolerance and respect for different peoples and their cultures. In an English lesson in Grade 6, students understand that penguins and polar bears can survive in the Arctic and compare them to camels who can endure the heat in the desert. In moral education, students link aspirations with the UAE goals to compete in commerce and space research and compare UAE achievements with other countries.• Across the school, students take part in enterprise activities such as raising funds to support families in crisis. They participate in cancer research and use learning technology well to support and to assess their own work. Students can innovate and think critically when questions and tasks allow them to reflect deeply about their own learning. The opportunities to develop innovation and critical thinking skills are not yet consistent across the school.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' attitudes to learning and collaboration with others across the school in both cycles.• Students' links with real life and the wider world in both cycles.	<ul style="list-style-type: none">• Students' ability to share their ideas in English in Cycle 2.• Students' critical thinking 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 very good overall.

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	N/A	N/A	Very Good	Very Good

- Across the cycles, students demonstrate very positive and responsible attitudes towards school and their learning. They know their strengths and how to improve their work and respond very well to their peers and teachers' comments.
- Students behave very well in all parts of the school and are clear about the school's code of conduct. They relate very well to their one another and their teachers; and feel very safe and valued. Students say that bullying is rare.
- Students show a very good understanding of healthy lifestyles. They participate in sports, learn about first aid, and lead on Heart Day and Breast Awareness events to highlight the importance of health and wellbeing. The boys arrange volleyball matches during their breaks. Most students abide by the healthy eating policy and make healthy food choices. A few students consume unhealthy snacks that they bring from home.
- Students' attendance at 96% is very good. Students arrive at school on time and are punctual to assemblies and lessons. Students are excited to lead on assemblies and to learn from each other.

Understanding of Islamic values and awareness of Emirati and world cultures	N/A	N/A	Very Good	Very Good
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- Students demonstrate a very secure knowledge and understanding of Islamic values and how they influence life in the UAE. They put their values into practice as seen in the way they recite verses from the Holy Qur'an respectfully, take part in supplication (Dua), and participate in Zakat and the commemoration of Isra'a and Mi'raj. Students know that fasting during the holy month of Ramadan is the duty of Muslims, to reflect on their deeds and to support others who are in need.
- Students show a very good knowledge about the UAE culture and appreciate the Emirati heritage and identity. They sing the National Anthem and involve themselves in events such as Flag and National Days. Students know that the UAE has introduced several initiatives to promote tolerance and happiness in order to support community' wellbeing and build museums to protect historical artefacts of the UAE.
- Students are proud of their own cultures and traditions, and value the cultural diversity within the UAE. They celebrate other world cultures through geography, history, assemblies, and on International Day.



Social responsibility and innovation skills	N/A	N/A	Good	Good
<ul style="list-style-type: none">• Across the school, students take their roles seriously, including being school councillors, classroom leaders, prefects, and break-time monitors. They show a good community awareness and leadership spirit as seen in the way they raise charitable funds to help others.• Students have a good work ethic and initiate activities, including designing and managing their own projects. Older students take part in market research and business planning such as researching clothing that can appeal to young people. Through art lessons, drama in assemblies, and extra-curricular activities, such as poetry, boxing and karate, students learn to be creative and develop mental coordination. Innovation in lessons is less well-developed.• Students keep their school free of litter. They keenly recycle materials and understand the importance of conservation and sustainability. They are involved in a range of environmental activities both in school and beyond, including UAE COP28 to save the Earth.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' attitudes to learning, behaviour and relationships across the school.• Students' knowledge and appreciation of Islamic values and UAE culture and heritage in both cycles.• Students' attendance.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' knowledge about the importance of healthy eating habits in both cycles.• Students' innovation skills in lessons across the school.				



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	N/A	N/A	Good	Good

- Most teachers have a thorough knowledge of their subjects and use it to help students learn new knowledge and skills. They create a nurturing learning environment where students are keen to learn.
- Teachers plan lessons with clear learning objectives that they share with students to be clear about their expectations. They use time and resources well, including videos to support students' learning.
- Teachers interact well with students and encourage dialogue and discussions. They do not always use questions well enough to deepen students' learning. In the best lessons, for instance in social studies in Grade 11, teachers plan a range of strategies that cater for the learning needs of most groups of students. As a result, students work at a brisk pace, achieve the learning objectives, and make rapid and sustained progress. Such practice is less consistent in a minority of lessons.
- Teachers encourage students to work independently and use resources like learning technology to enhance and support their learning. In most subjects, teachers provide learning experiences that enable students to solve problems and to learn from their mistakes, for instance in mathematics, to tackle fractions and vectors. Teaching to promote innovation and critical thinking skills is inconsistent in school.

Assessment	N/A	N/A	Good	Good
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- The school's internal assessment processes are appropriately linked to the curriculum standards. This enables the school to measure students' attainment and progress in all subjects. The school takes part in external examinations and tests, such as IBT, to benchmark students' attainment against international standards.
- Senior and middle leaders analyse the assessment results of individuals and groups. They share the information with teachers to inform lesson planning. In the most effective lessons, teachers use the data to pitch learning activities to students' abilities and needs. In the less effective lessons, teachers do not use assessment information effectively enough to ensure, for example, the high attaining and G&T students are challenged to achieve their potential.
- Teachers know students' strengths and what they need to do to improve. Oral feedback and plenaries help students to assess the quality of their work and to share their findings with others.



- Teachers mark students' written work, and often they provide written feedback with next steps on how they can improve their work.

Areas of Strength:

- The supportive learning environments that teachers provide for students in both cycles.
- The oral feedback and how students share what they have learned in lessons across the school.

Areas for Improvement:

- Teachers' use of questions to deepen learning.
- The use of assessment data to plan work that fully meets the needs and abilities of all students.
- Teachers' development of innovation and critical thinking skills in lessons in both cycles.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	N/A	N/A	Good	Good

- The curriculum is broad and balanced and meets the MoE requirements. The educational programmes meet the needs of most students and build upon their prior knowledge and skills in most of the key subjects. The consistent approach to subject planning and delivery means that students are well prepared for the next phase of their education.
- The school provides an advanced stream that matches the needs and interests of most students. There are firm plans to provide a general pathway in the near future. Cross-curricular links are very well-embedded in the planning and the delivery of lessons. For example, in English in Grade 11, students explore the engineering and physics related to travelling to Mars. In Islamic Education, students reflect on the importance of respect and link it with the daily life and values of the UAE, including tolerance and the appreciation of the cultural diversity around them.
- The curriculum is reviewed regularly so that it is relevant and appropriate to the school's vision and meets the needs of most students. These reviews have enabled adaptations, for example, to offer a discrete session for students across the school to practice reading in English, and to offer catch-up lessons for students who require extra support, particularly in mathematics and science. These initiatives have yet to be fully implemented.

Curriculum adaptation	N/A	N/A	Good	Good
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- The school has modified the curriculum to meet the needs of almost all students. For example, support is offered to students in Cycle 2 who are new to school to improve their recitation skills of the Holy Qur'an, and in mathematics to master multiplications. In Cycle 3 students have more opportunities to engage in debate and presentations of their written work in classrooms and assemblies in Arabic and English.
- The curriculum provides good opportunities for enterprise. For example, through the Red Crescent club students lead activities to raise funds to help others. It is very well enhanced by extra-curricular activities, including a variety of sporting and academically oriented clubs. Creative learning experiences are promoted through the Innovation Club, including design and technology. Innovation opportunities within lessons are inconsistent.
- The school provides very good learning experiences that develop students' understanding of Emirati culture and UAE society. These are integrated in most aspects of the curriculum. For

School Performance Review of Al Ahliyah Private Schools BR1 LLC.
4 – 7 March 2024



example, in social studies, students emphasise the importance of sustainability to save the environment and make links to the way they need to learn and to sustain the use of the Arabic language in the UAE. The school's wide celebrations of National Days, knowledge of National Identity, the singing of the National Anthem and visits to places of interests in the UAE reinforce the links with Emirati culture and society.

Areas of Strength:

- The wide range of extra-curricular activities enhance learning in both cycles.
- The meaningful links with the Emirati culture and UAE society across the school.

Areas for Improvement:

- The further adaptation of the curriculum to meet the needs and abilities of all students in both cycles.
- The further development of innovation in lessons across the school.



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection /safeguarding	N/A	N/A	Very Good	Very Good
<ul style="list-style-type: none">• Arrangements for safeguarding students, including child protection and health and safety, are comprehensive. Staff attend relevant training and know how to protect students from all forms of abuse, and parents receive information about how to keep their children safe from social media. Students know about cyber-bullying, feel safe in school, and can ask for support whenever needed.• The health and safety teams undertake regular and thorough risk assessments on the premises and resources, including fire safety checks. Fire drills are regular and robust. The supervision of students is highly effective, including during break-times, home times and on school transport. Comprehensive records of accidents, incidents and subsequent actions, medical files and medicines are kept safely. Buildings and equipment are hygienic, secure, very well maintained, and accessible for all students.• The school promotes healthy living very effectively. Teachers and the medical personnel support aspects of personal hygiene, puberty, diet, and exercise, including food choices. At times, the staff do not monitor the food that students bring from home. The school takes effective steps to ensure that there are shaded areas for students to use, and students have access to fresh drinking water, including during physical exercises.				
Care and support	N/A	N/A	Good	Good
<ul style="list-style-type: none">• Relationships between staff and students are respectful, and behaviour management systems are very effective. Students are clear about the code of conduct, and staff implement the behaviour procedures consistently to support students' social skills.• The school's systems are effective in promoting very good attendance and punctuality, and teachers reward the best attendance and attitudes to learning.• The school has effective systems to identify students with SEN and G&T. Specialist staff are available to liaise with parents and outside agencies on assessment, to devise individual education plans (IEPs) for students, and to support parents and students when required. Parents and teachers contribute to the process. The school has identified a number of G&T students in subjects and in leadership roles.				



- In the best lessons, teachers provide appropriate support and guidance for students with SEN. This is not seen in all lessons. G&T students have access to extra-curricular activities that meet their interests and aspirations, The needs of G&T and high-attaining students are not always met in lessons.
- Members of staff support and closely monitor students' personal development and academic guidance. For example, the social workers and medical staff provide valuable support for students on mental health and wellbeing issues. Students meet their teachers before the beginning of the academic year to be familiar with the school's routines and expectations. Staff organise career guidance for students, including visits to universities and career fairs, helping students to decide on their future pathways.

Areas of Strength:

- The priority the school gives to students' welfare, health and safety across the school.
- The relationships between staff and students.
- The system promotes regular attendance and punctuality in both cycles.

Areas for Improvement:

- Working with parents to ensure students bring healthy snacks to school.
- Increased support for students with SEN and G&T students in lessons across the school.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- Leaders at all levels, including the principal, have set a clear vision for the school that is in line with the values and priorities of the UAE. They share their ambitions with the school community and other stakeholders. Most leaders demonstrate good knowledge of teaching, learning and assessment. They provide a welcoming learning ethos to support students' academic outcomes and their development and overall wellbeing. Leadership roles and responsibilities are delegated to staff. The monitoring of teaching and learning by middle leaders is variable. A minority of teaching is less effective and assessment data is not used with rigour to help students make the best possible progress that they are capable of. Relationships and communication are effective, and the staff's morale is very positive.
- The school leaders know the school's strengths and what needs to be improved. They have been innovative in the way they have introduced intervention lessons for students to read widely in Arabic and English across the school. The school leaders have improved students' achievement from acceptable to good in most subjects. They ensure that the statutory and regulatory requirements are met. Leaders' capacity to further improve the school's performance is good.

Self-evaluation and improvement planning

Good

- The school's self-evaluation (SEF) includes the views of staff, parents, students, information from stakeholders, and the analysis of internal and external assessments. The school leaders observe lessons regularly and give teachers specific feedback to help them improve the quality of their practice. Not all middle leaders have received specific training to improve these skills. The school leaders are aware of the need to further improve teaching and students' performance in all subjects and cycles. The school improvement plan accurately focuses on what the school needs to do to improve further. The plan includes timescales, costings, clear responsibilities and systems for monitoring and evaluation. Effective planning has resulted in good achievement overall.



Partnerships with parents and the community	Good
<ul style="list-style-type: none">The school involves parents in their children's education and the life of the school. Members of the parent committee meet with parents regularly to discover their views on issues such as attendance and punctuality, and support families facing financial challenges. Channels of communication, which include an open-door policy, are constructive and effective. Parents receive regular reports on their children's academic outcomes and their personal development, including their targets for improvement.The school has formed effective links with universities and other schools locally and beyond to share best practice. The school is also working with international institutions to strengthen students' learning, especially in English.	
Governance	Good
<ul style="list-style-type: none">The governing board consists of the owner, and representatives from teachers, parents, students, and other stakeholders. The board benefits from members with expertise in education. Governors seek parents' views and act on their recommendations to improve the school. They support senior leaders and staff and know the school well through frequent visits and discussions with the principal and other staff. They undertake learning walks to ensure that the site is safe, observe lessons and ask questions about the quality of the subjects taught in school and students' learning skills. They are beginning to check the assessment data to know how the different groups are progressing. The governors ensure that the school meets the statutory requirements	
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none">The school runs efficiently on a day-to-day basis. Teachers are suitably qualified, and few have not received specific training to help them improve their teaching practices and how to monitor students' progress in their subjects. The buildings and facilities are bright and welcoming and are very well used to maximise learning for all students. Learning technology and reading platforms are well used to support learning. There are not enough practical resources, especially for science, to support students' investigation skills.	
Areas of Strength:	
<ul style="list-style-type: none">Leaders' clear vision and their impact on students' achievement.The positive partnerships with parents and the supportive role of governors.	
Areas for Improvement:	



- Training for leaders to strengthen their lesson monitoring skills.
- Governors' knowledge and use of assessment information to have a clear picture of the progress of different groups of students.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The staffing provision for teaching Arabic across the school is 10 teachers with a teacher to student ratio of 1:123. There are another 8 teachers who teach Islamic Education, social studies and moral education across the school. Most teachers come from Syria and Jordan.
- There are 2 libraries in school to cater for boys and girls separately. There are approximately 2,000 fiction and non-fiction books. In both cycles, the librarians help students choose books that are appropriate for their ages and stages of development. Teachers use the library regularly with students to read and to develop their analytical skills.
- Students have the opportunity to use online reading platforms, including Alef and Kutubee to read when required. The school encourages parents to read with their children at home and has been successful in publishing books written by students from the school with the support from Sharjah Private Education Authority.
- Students have access to a reading club after school. The Arabic department organises reading competitions in school and beyond to highlight the importance of reading. Students have won several awards in Sharjah and beyond.

The school's use of external benchmarking data

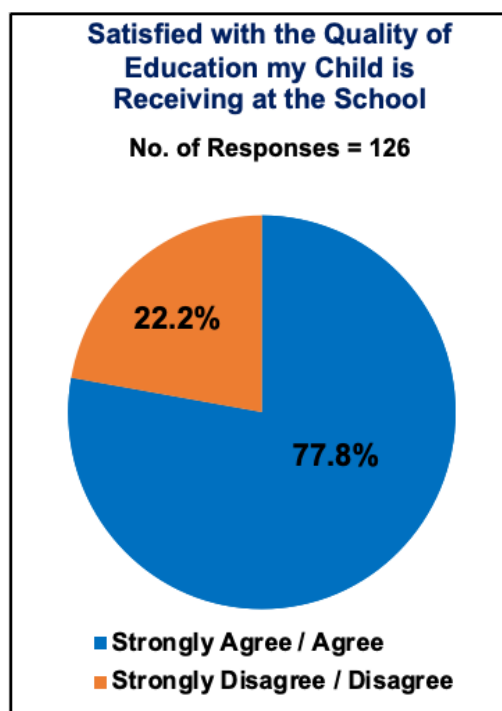
- The school participates in external assessments to compare students' attainment against international standards and to prepare them for future examinations. In 2018-19, students took part in PISA and TIMSS examinations. These results are now out of date. In 2023-24, students from Grades 6 to 10 participated in IBT examinations.
- Students' attainment in English was above the average; and well above in mathematics and science. In 2022-23, students from Grade 12 took part in EmSAT assessments and their average was well above expectations in Arabic, and above in English, mathematics and science.
- Teachers of mathematics and science have received training to strengthen their teaching practices. They use questions from assessment papers such as IBT to help students to be familiar with the examination expectations, to read instructions carefully and to understand the terminology used in the examination papers.
- Students know their targets and how they can improve their grades in examinations. Teachers share the international benchmarking assessment results with parents, explain the procedures to them and give them guidance on how they can support their children's learning at home.

Provision for KG

N/A



VIEWS OF PARENTS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve further students' achievement to at least a very good level or better across all subjects and both cycles by
 - offering more activities for students to practise their speaking and writing skills in Arabic and English.
 - giving students more opportunity in Islamic education to recite verses from the Holy Qur'an, using Tajweed rules correctly and to provide evidence from the Noble Hadeeth to support their findings.
 - helping students in social studies to be familiar with the special historical events that have led to the union of the UAE, improving students' reasoning skills in mathematics.
 - enabling students in science to plan and lead experiments independently, report in detail and draw conclusions.
 - improving students' ability to communicate in English.
- Improve the impact of teaching and assessment to raise achievement by:
 - ensuring that teachers consistently use assessment information to provide work in lessons that meets the needs and abilities of all groups of students,
 - using questions to further deepen and extend students' thinking.
 - ensuring that teachers support innovation and critical thinking skills across the school.
 - ensuring that teachers offer students constructive written feedback on their work to help them improve even further.
- Improve the impact of middle leaders and governors by:
 - providing specific training for middle leaders to strengthen their monitoring of teaching and learning.
 - ensuring that governors can check the assessment data to ensure all groups are progressing well.
 - providing more practical resources that support teaching and learning, particularly for science.



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.