



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN  
Programme

# School Performance Review REPORT | (SPR)



إتقان ITQAN

**AL DURRAH INTERNATIONAL SCHOOL**

3 to 6 January 2025

Overall  
Effectiveness  
Rating:  
**GOOD**

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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

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## Judgements

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

<b>Outstanding</b>	The quality of performance substantially exceeds the expectations of the UAE
<b>Very good</b>	The quality of performance exceeds the expectations of the UAE
<b>Good</b>	The quality of performance meets the expectations of the UAE
<b>Acceptable</b>	The quality of performance meets the minimum level required in the UAE
<b>Weak</b>	The quality of performance is below the expectation of the UAE
<b>Very weak</b>	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	132
	School location	Al Nahda/Al Khan Street intersection Sharjah
	Establishment date	2015
	Language of instruction	English
	School Curriculum	American
	Accreditation body	New England Association of Schools and Colleges (NEASC)
	Examination Board	Advanced Placement (AP) Scholastic Assessment Test (SAT)
	External Assessments International and Curriculum Benchmark Assessments	Cognitive Abilities Test (CAT 4) Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS) Progress in International Reading Literacy Study (PIRLS) International Benchmark Test (IBT) Measures of Academic Progress (MAP) Test of Arabic Language Arts (TALA)
Staff	Fee Range	AED 18,410 to AED 29,127
	Principal	Samar Abu Marasa
	Chair of board of governors	H. E. Al Sheikh Mohamed Bin Abdullah Al Qassimi
	Total number of teachers	112
	Total number of teaching assistants	31
	Turnover rate	3.6%
Students	Teacher: student ratio	1:13
	Total number of students	1,426
	Total number of students per cycle/phase	Phase 1: 184 Phase 2: 412 Phase 3: 451 Phase 4: 379
	Pre-KG: number and gender	Boys: 0      Girls: 0
	KG: number and gender	Boys: 100      Girls: 84
	Elementary: number and gender	Boys: 201      Girls: 211

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	Middle: number and gender	Boys: 237	Girls: 214
	High: number and gender	Boys: 190	Girls:189
	Total number of Emirati students	8	
	Pre-KG: Emirati number and gender	Boys: 0	Girls:0
	KG: Emirati number and gender	Boys: 2	Girls 0
	Elementary: Emirati number and gender	Boys: 2	Girls :1
	Middle: Emirati number and gender	Boys: 1	Girls:2
	High: Emirati number and gender	Boys: 0	Girls:0
	Nationality groups (largest first)	1. Syrian	
		2. Palestinian	
	Total number of students with special educational needs	23	



## PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
<b>GOOD</b>	<b>GOOD</b>

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 149 lesson observations, 66 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 the same as the previous review visit. The recently appointed principal, senior leaders and governors have made improvements across the school. Progress in Middle School mathematics and attainment and progress in social studies, Arabic as a Second Language (ASL) and science in Kindergarten (KG) have all improved. Other subjects are now very good in the High School, where the large majority of subjects are very good. Learning skills are now very good in Elementary, Middle and High. Students' personal development, health and safety and care and support for students remain very good. Assessment and curriculum adaptation remain good, and teaching and curriculum design and implementation are now very good. Leaders' and stakeholders' competent work on improving the school's evaluation process and the school's improvement planning has resulted in this now being very good. Governors have worked with the school, especially in the provision of technology, leading to the availability of very good facilities and resources. The effectiveness of leadership and partnerships with parents remain very good.

#### KEY AREAS OF STRENGTH:

- The planning of the curriculum to ensure progression in all subjects.
- Students' purposeful learning skills, in particular communication and collaboration skills that lead to the achievement of common goals.
- The improved quality of teaching and learning, especially in the High School, resulting in successful students' achievement.
- Guidance and support for students, especially in the High School.

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- Students' improved progress in Middle School mathematics and social studies and children's progress and attainment in science in KG.

**KEY AREAS FOR IMPROVEMENT:**

- Students' attainment and progress in Islamic education, Arabic as a First Language (AFL) and Arabic as a second language (ASL) across all phases.
- Support for all groups of students to meet their learning needs across all subjects.
- The provision of specific and appropriate levels of challenge and support in lessons to enhance students' learning.
- The use of data analysis in the planning of lessons to improve outcomes for all students.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is very good overall.**

Indicators:		KG	Elementary	Middle	High
Islamic Education	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Arabic (as a First Language)	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Arabic (as an additional Language)	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Social Studies	Attainment	N/A	Very Good	Very Good	Good
	Progress	N/A	Very Good	Very Good	Good
English	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Very Good	Very Good
Science	Attainment	Good	Good	Very Good	Very Good
	Progress	Good	Good	Very Good	Very Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Learning Skills		Good	Very Good	Very Good	Very Good

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Islamic Education	<ul style="list-style-type: none"><li>Students' achievement in Islamic education is good overall. The school's internal data shows that in KG, children make very good progress, and students across all other phases make outstanding progress. This does not align with what is seen in lessons and in students' work where the majority of students in Elementary and Middle make good progress over time and the large majority in High make very good progress.</li><li>There is no external assessment data for Islamic education. Internal assessment data shows outstanding attainment across all other phases and very good attainment in KG. This does not match with what is seen in lessons where the majority in KG, Elementary and Middle and the large majority in High attain above curriculum expectations.</li><li>Students demonstrate knowledge and understanding of Islamic rules, Islamic faith, and the Noble Hadeeth. In KG, children can list the 5 pillars of Islam. They are less confident when reciting age-appropriate short verses on their own. In Elementary, students recognise good treatment and good intentions as a form of worship. Their ability to connect these values to relevant verses from the Holy Qur'an is less developed. In Middle, students understand that good deeds are more significant than wealth and outer appearance. They are less confident in interpreting the meanings of relevant Noble Hadeeth. In High, students show solid knowledge of marriage rulings and the concept of family in Islam. Their ability to provide reasons for these prescribed rulings is less well developed across all phases.</li><li>Overall, all student groups make better than expected progress. Higher-attaining students do not make the progress of which they are capable.</li></ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"><li>• Students' knowledge of the relationship between intention and good deeds in Elementary.</li><li>• Students' understanding that good deeds are more significant than wealth and outer appearance in Middle.</li><li>• Students' understanding of Islamic rulings of marriage and relevant Noble Hadeeth in High.</li></ul>	<ul style="list-style-type: none"><li>• Students' interpretation of the meanings of the Noble Hadeeth to apply them to real-life situations in Middle.</li><li>• Students' understanding of the reasoning behind the prescribed Islamic rules, laws and acts of worship and the reasons behind their regulations across all phases.</li></ul>
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Arabic

- Students' achievement in Arabic as a First Language (AFL) and Arabic as a Second Language (ASL) is good overall. In AFL, the school's internal data shows that in KG, Middle and High progress is very good and in Elementary progress is outstanding. In ASL, in Elementary and Middle progress is very good while in High progress is outstanding. This does not match with what is seen in lessons in both AFL and ASL. In AFL lessons and in students' work, the majority of students in KG, Elementary, Middle and the large majority in High make better than expected progress over time. In ASL, in lessons and in students' work the majority in Elementary, Middle and High make better than expected progress over time.
- The school's internal data shows that in AFL attainment is very good in KG, Middle and High and outstanding in Elementary. This does not match the AFL TALA examination results where attainment is weak in Grades 3 to 11. The school's internal data in ASL shows that attainment is very good in Elementary and Middle and outstanding in High. This does not align with IBT examination results for ASL where attainment is weak in Grades 1 to 6 and Grade 8, and good in Grades 7, 9 and 11.
- The majority of children and students in KG, Elementary and Middle and the large majority in High make better than expected progress in AFL. The majority in the higher grades make better than expected progress in ASL. Children in KG build on age-appropriate early literacy skills, such as recognising short and long letter sounds, listen carefully and speak with an increasing range of vocabulary. In Elementary and Middle, the majority of students develop their capability to accurately analyse short information and literary texts. They are less confident to employ new vocabulary in sentences of their own in AFL. In High, students demonstrate knowledge of different forms and styles of poetry. They can compare between classical Arabic and Andalusian poetry with confidence. Their ability to use new vocabulary and imagery in extended and creative writing is less well developed. In ASL lessons, most students across all phases demonstrate listening and comprehension skills appropriate to their years of learning ASL. Most students in Elementary can speak about familiar topics using memorised words. In Middle and High students understand grammar rules, showing less confidence in applying these rules in written and spoken sentences.
- Overall, all groups of students make better than expected rates of progress. Higher-attaining students do not make the progress of which they are capable.



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"><li>Students' analysis of texts and knowledge of literary themes and devices in High.</li><li>Students' confident speaking skills and engagement in discussions when sharing their learning across all phases.</li><li>Students' listening for comprehension skills across all 3 phases in ASL.</li></ul>	<ul style="list-style-type: none"><li>Students' use of new vocabulary in their sentence formation in AFL and ASL in all phases.</li><li>Students' ability to construct complex sentences using familiar words in their daily conversations in ASL across Elementary and Middle.</li><li>Students' systematic approach to developing extended writing skills and recording learning in the higher grades.</li></ul>



Social Studies	<ul style="list-style-type: none"><li>Students' achievement in social studies is very good overall. The school's internal data shows that students in Elementary make outstanding progress and very good progress in Middle and High. This does not match with what is seen in lessons and in students' work where the large majority of students in Elementary and Middle and the majority in High make better than expected progress over time.</li><li>The school's internal data shows that attainment is outstanding in Elementary and very good in Middle and High. In lessons and in their work, the large majority of students in Elementary and Middle and the majority in High attain above curriculum expectations.</li><li>The large majority in Elementary and Middle make very good progress and the majority in High make good progress. In Elementary, students demonstrate solid knowledge of basic economic concepts. They understand the value of money and professions. They are less confident in explaining how these contribute to the national economy. In Middle, students recognise the relationship between geographical features of landforms and human activity in Asia. Their ability to interpret relevant digital maps and graphs is less well developed. In High, students identify the negative impact of increasing population on economic activities and infrastructure in the Arab world and beyond. Their ability to compare natural resources in the UAE to those of other countries around the world is less developed.</li><li>Overall, all groups of students make better than expected rates of progress. Higher-attaining students do not make the progress of which they are capable.</li></ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"><li>• Students' knowledge of basic concepts and terms of economics such as work, money and professions and their roles in society in Elementary.</li><li>• Students' understanding of geographical features and natural resources in the UAE and beyond in Middle.</li><li>• Students' understanding of inter-relations between human societies and the physical surrounding environment in High.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to connect economic growth to various professions in their society in Elementary.</li><li>• Students' skills in reading and interpreting specialised maps, graphs and databases in Middle.</li><li>• Students' ability to make comparisons between natural resources in the UAE and other countries around the world in High.</li></ul>
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English	<ul style="list-style-type: none"> <li>Students' achievement in English is very good overall. The school's internal data shows that students make very good progress. This matches with what is seen in lessons and students' work where the large majority of students make better than expected progress over time.</li> <li>The school's internal data indicates that a large majority of children and students in KG, Middle, and High attain above curriculum standards, while in Elementary, most attain above curriculum standards. The school's MAP data indicates growth in Elementary is weak, good in Middle and acceptable in High. Students work in lessons and in their books confirm that a large majority attain above curriculum standards across the school.</li> <li>A large majority of students across all phases make better than expected progress. In KG children readily make contributions to group discussions which extends their English vocabulary. In Elementary, students develop their speaking and listening skills when presenting with confidence to their peers, although their creation of written text is less well developed. In Middle, students participate in Socratic discussion and structured debates, articulating their viewpoints effectively. During the Socratic seminar, students engage in a student-led discussion rather than teacher-led questions. Their ability to write effectively on text analysis is developing. In High, students are reflective, confident learners who critically engage with literature, discussion, and the media. They effectively use oracy to articulate opinions, as seen when analysing texts such as "Coloured Me".</li> <li>Overall, the large majority of students make better than expected progress with little difference between different groups.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' debating skills when taking part in Socratic seminars in Middle.</li> <li>Students' ability to critically analyse texts and write strong, evidence-based arguments in High.</li> </ul>	<ul style="list-style-type: none"> <li>Students' ability to create written texts in Elementary.</li> <li>Students' ability to complete advanced writing tasks, and text analysis in Middle.</li> </ul>



Mathematics	<ul style="list-style-type: none"><li>Students' achievement in mathematics is very good overall across all phases. In lessons and in their recent work, the majority of children in KG and students in Elementary make better than expected progress, and a large majority of the students in Middle and High make better than expected progress in relation to curriculum standards.</li><li>The majority of children and students across all phases attain levels that are above curriculum standards. The school's internal data shows that the large majority of students attain above curriculum standards in KG, Middle and High and most students attain above curriculum standards in Elementary This does not match with what is seen in lessons and students' work where a majority of students across the school attain above curriculum standards. External assessment data in MAP indicates that the growth of a large majority of students is very good. The school's TIMSS data for 2023 indicates that the school has achieved intermediate levels in benchmarking. AP college board assessment data indicates a large majority of the students attain above curriculum standards.</li><li>In lessons and their most recent work, the majority of children and students in all phases including KG, attain levels above American curriculum standards. Children in KG demonstrate knowledge, skills and understanding in identifying, and writing simple numbers and perform simple mathematical addition problems. Children lack the ability to complete mental mathematical calculations correctly in KG. Students in Elementary and Middle can solve number operations and show strong mental mathematical skills. Students do not demonstrate a strong focus on using geometry tools to draw and represent graphs, data or use the correct units in Elementary and Middle. Students in High can solve complex algebraic problems. Students do not demonstrate independent mathematical investigation skills in High.</li><li>Lower-ability and higher-ability students are not always sufficiently supported or challenged in lessons to make better rates of progress.</li></ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>• Student's ability to solve equations and mental mathematical skills in Elementary and Middle.</li> <li>• Student's ability to solve algebraic problems in High.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' ability to complete mental mathematical calculations correctly in KG.</li> <li>• Students' use of geometry tools to draw and represent graphs using correct units in Elementary and Middle.</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Students' achievement in science is very good overall. In lessons and their work, the majority of children and students in KG and Elementary make better than expected progress over time and in Middle and High the large majority make very good progress. This is in line with the school's internal assessment data.</li> <li>• The majority of students in KG and Elementary attain levels that are above curriculum standards. In Middle and High, attainment for the large majority of students is above curriculum standards. This is in line with what is seen in lessons and students' work. The school's internal data indicates that attainment is outstanding in KG and Elementary and very good in Middle and High. External MAP progress tests results are weak in Elementary and outstanding in Middle and High. Attainment in Grade 12 AP examinations in all 3 sciences is good.</li> <li>• Students make better than expected progress in their development of scientific knowledge, skills and understanding. In KG, children learn about the life cycle of plants and explore the stages of growth of plants in the school's garden. In Elementary, students in Grade 2 can explain the processes of weathering and erosion using sugar cubes and water. Practical skills are a developing feature in KG and Elementary. In Grade 7, students use scientific language to explain tectonic plates and the movement of the Earth's crust. Students in Grades 11 and 12 show great maturity and skill in their laboratory lessons. In Grade 11, students use scientific thinking skills in investigations about entropy and the flow of energy. Other students in High make powerful links to agriculture in the UAE in their study of different pigments involved in photosynthesis. Opportunities to develop students' investigative skills are insufficient in Elementary and Middle.</li> <li>• Overall, students make better than expected progress across all phases with few differences across different groups of students.</li> </ul>	



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> <li>Students' knowledge and understanding in science across the school.</li> <li>Students' practical and laboratory skills in High.</li> </ul>	<ul style="list-style-type: none"> <li>Students' practical skills in KG and Elementary.</li> <li>Students' investigative skills in science, particularly in Elementary and Middle.</li> </ul>
Other subjects	<ul style="list-style-type: none"> <li>Students' achievement in other subjects is good in KG, Elementary and Middle phases. In the High School achievement is very good. The other subjects sampled in the review are art, personal finance, economics, computer science, French, moral education, music, physical education (PE), world history, and sociology. The progress over time of students seen in lessons is good in KG, Elementary and Middle. It is very good in the High School.</li> <li>Attainment in lessons is good overall in KG, Elementary and Middle and very good in the High School, where a large majority of students attain above curriculum expectations. There is no external data for most of these subjects. Internal assessment data is very good in social studies, French and business and humanities.</li> <li>Progress is at least good across all phases. Students' progress in business, including economics and personal finance is very good. In Grade 9 in world history, students make very good progress in group activities as they research the changing workforce during World War 2. Moral education lessons engage students in learning about and reflecting on their real-life experiences in the UAE. Students' progress in speaking French is particularly strong as students only learn the language from Grades 5 to 8. Students' progress in information technology (IT) in Elementary is developing as students' understanding of basic computer skills is insufficient. Students' progress in music develops better when they can use instruments and apply musical theory. In KG and Elementary, students sing songs and recall rhythm and melody. Students' creativity and innovation are developing features in art and music lessons across the school.</li> <li>Almost all groups of students make good progress across all phases. More able students require more challenge in lessons.</li> </ul>	
	Areas of Strength	Areas for Improvement

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	<ul style="list-style-type: none"> <li>Students' skills in business subjects and social studies in the higher phases.</li> <li>Students' progress in French in Grades 5 to 8.</li> </ul>	<ul style="list-style-type: none"> <li>Students' use of IT and computing skills in lessons in Elementary.</li> <li>Students' creativity and innovation in music and art across all phases.</li> </ul>
Learning Skills	<ul style="list-style-type: none"> <li>Children's learning skills are good in KG and very good for students across all other phases. Students are motivated and eager to participate in their learning, particularly in Elementary. Students can recognise their strengths and areas for development and take appropriate steps to improve further.</li> <li>Students' interactions in lessons, and their ability to collaborate and engage in discussions enable them to consolidate previous knowledge and strengthen their learning. This is more evident in English lessons where students work together successfully; for example, when debating the importance of culture.</li> <li>Students contribute ideas during group work and make clear connections to real life. Students miss opportunities to be able to independently and consistently link areas of learning with other subjects.</li> <li>During lessons, students engage in researching information from textbooks independently. Artificial Intelligence (AI) integration in learning is equipping students with digital tools to foster independence in some lessons. Older students use IT and a range of software with great proficiency.</li> </ul>	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> <li>Students' communication skills and their ability share their understanding with others across all phases.</li> <li>Students' use of technology to support their learning across the school, especially in the higher grades.</li> </ul>	<ul style="list-style-type: none"> <li>Greater opportunities for students to link their learning across other subjects across all phases.</li> </ul>



## 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	Elementary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good

- Students' personal and social development is very good across all phases. Students' behaviour in lessons and around the school is generally very good with students demonstrating responsible attitudes. Bullying incidents are rare.
- Student and staff relationships are mutually respectful and considerate across the school. Students are supportive of each other, and many take on responsibilities around the school to support fellow students. Children and students work well in groups in lessons and are supportive of each other during whole class and group activities.
- Students show good knowledge and understanding of safe and healthy living and the majority make healthy food choices. Projects such as the school's 'Super Hero anti-diabetes' campaign have been partly successful in encouraging healthy eating and reducing students' weight. The school is working to increase students' participation in the wide range of health-related activities and clubs that are available.
- Students' attendance at 98.5% is outstanding and almost all students arrive at school on time.

Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
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- Students demonstrate a secure understanding of Islamic values and how these influence life in the UAE. Students appreciate the opportunity to perform Umrah under the guidance of



Islamic education teachers and many take part in the annual inter-school Holy Qur'an competition, hosted by the school.

- UAE culture and heritage is celebrated through assemblies and in National Day and Flag Day celebrations. Displays about UAE life are prominent around the school and the annual Haq Al Laila is a focal point for the celebration of local culture.
- Students appreciate and celebrate UAE culture and world cultures on Global Day. They wear clothes from their own or other countries, share food and join in cultural activities. Students' understanding of world cultures is developing and is strengthened through participation in the Model United Nations, which is hosted by the school.

**Social responsibility and innovation skills**

**Very Good**

**Very Good**

**Very Good**

**Very Good**

- Students participate willingly in activities that have a positive impact on the school and the wider community. The Students' Council is active and students make a social contribution by visiting the elderly and through the distribution of food at Iftar during the Holy Month of Ramadan.
- Students show a very positive work ethic. Students in Grades 10 and 11 show enterprise and innovation with their initiation of a Shark Tank event, allowing students to showcase new business ideas to a panel of student judges. The school is developing further opportunities to strengthen students' skills in innovation, enterprise and entrepreneurship.
- Students care for the school and look for ways to improve its environment. Students from Middle and High show their environmental awareness by taking part in beach clean-up activities. Older students are committed to improving the wider environment through a tree planting project organised by the Red Crescent.

**Areas of Strength:**

- Students' positive attitudes, behaviour and relationships.
- Students' knowledge of Islamic values and understanding of UAE culture.

**Areas for Improvement:**

- Students' skills in innovation and enterprise in Middle and Elementary.



### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

**The quality of teaching and assessment is very good overall.**

Indicators:	KG	Elementary	Middle	High
Teaching for effective learning	Good	Very Good	Very Good	Very Good

- Teaching is good in KG and very good in Elementary, Middle, and High, ensuring students engage in meaningful learning. Teachers consistently apply their knowledge of the subjects to how students learn, particularly in High, resulting in high levels of students' progress. Teachers plan purposeful lessons, making effective use of time and resources. Students feel safe to take risks in their learning as a result of the supportive nature of their teachers and peers.
- Teachers' interactions with students ensure that they enjoy learning. Teachers' questioning and dialogue engage students in meaningful discussions although often there is insufficient time allocated for students to discuss further. Teachers encourage higher-level thinking in many lessons with students engaging in reflective responses, particularly in High.
- Teachers use strategies that are effective in meeting the needs of almost all groups of students. Gifted and Talented (G&T) students are not explicitly catered for in lessons and not all students are regularly provided with sufficient challenge.
- Teachers actively develop students' independent learning skills through engaging, student-centred approaches that enhance their independent inquiry, collaboration, and problem-solving skills across all phases. Teachers do not consistently promote critical thinking in their lessons.

Assessment	Good	Good	Good	Good
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- Internal assessment processes are coherent and consistent. They are linked to the school's curriculum and provide detailed information for planning and review. The management system enables leaders to analyse assessment data and assess its reliability. The school

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uses a comprehensive range of external assessments, including yearly progress tests in English, mathematics and science throughout the Middle and High phases. TALA and IBT are used to measure attainment in Arabic and CAT 4 provides a measure of students' potential. Results from external benchmark assessments are used to compare students' attainment with national and international standards.

- Assessment information is analysed and used to identify gaps in students' knowledge and skills and to monitor their individual progress. This data is used effectively to identify students with additional learning needs and those who are G&T. The use of assessment to inform teaching and to meet the individual learning needs of all students remains inconsistent across subjects and phases.
- Teachers have good knowledge of the strengths of individual students and provide support and feedback during lessons. The quality of verbal feedback is good across subjects and phases. Students' use of peer- and self-assessment is a feature across the school. The quality of marking and teachers' comments to help students to improve varies considerably across the school.

#### **Areas of Strength:**

- Teachers' active development of students' independent learning skills.
- The effective benchmarking of students' outcomes against international expectations.

#### **Areas for Improvement:**

- Teachers' provision of tasks that deliver appropriate levels of challenge and support for all students in lessons.
- Teachers' use of assessment data to match learning more closely to students' needs.



## PERFORMANCE STANDARD 4: CURRICULUM

**The quality of the curriculum is very good overall.**

Indicators:	KG	Elementary	Middle	High
<b>Curriculum design and implementation</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>Curriculum design and implementation is very good across all phases. The US curriculum, which follows Common Core Curriculum Standards, is broad and balanced and has a clear rationale with a focus on mastery and application of learning. It meets statutory requirements, including the MoE curriculum requirements. The scope and sequence of lesson planning ensures that learning builds on previous knowledge and skills. The curriculum is very well structured to ensure students learn progressively and that they are well prepared for each transition to a new phase.</li><li>The range of subjects offered by the curriculum allows for comprehensive and broad choices where students can study areas of interest both in and out of the classroom. Consultations with parents and older students help students make decisions about courses and career choices, ensuring they are fully prepared for their chosen careers and future educational pathways. Curriculum planning includes some opportunities for cross-curricular links that help make learning relevant.</li><li>Termly reviews regularly update the curriculum content so that it has a positive impact on students' achievement. These reviews consider students' performance data and the requirements of the external benchmarking tests. Staff make a valued contribution to the review which results in a more innovative curriculum that is well-planned and meets the interests of students, including those with special educational needs (SEN).</li></ul>				
<b>Curriculum adaptation</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>

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- The curriculum undergoes effective adaptation. Subjects and lessons are planned to include activities that support and challenge to meet the needs of most students, including those with SEN. Modification is especially effective in KG through the provision of stimulating learning activities, although further development is required across all other phases.
- The curriculum offers adequate opportunities, designed to promote enterprise, innovation and creativity. These opportunities are not uniformly available across all subjects and grades. Students can choose from a range of activities, projects and student-led clubs and organisations. Older students choose from range of electives and AP courses.
- Most aspects of the curriculum enable students to develop a clear understanding and deep appreciation of the UAE's values, culture and society. This is particularly apparent in moral education and social studies where students develop their understanding of UAE history and traditions.

#### **Areas of Strength:**

- Teachers' very good understanding of the Common Core Curriculum Standards and its delivery through interesting, engaging lessons.
- The wide range of curricular choices for older students that ensures learning that further develops students' talents, interests and aspirations.

#### **Areas for Improvement:**

- Curriculum planning and implementation of cross-curricular links so that students' skills across a range of subjects are developed in meaningful and interesting contexts.
- Curriculum modification to provide stimulating learning opportunities for all groups of students to develop their enterprise, innovative and creative skills.



## 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	Elementary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good

- The overall quality of the protection, care, guidance and support for students is very good. Procedures for safeguarding are rigorous. All staff, and students are trained and fully understand the child protection policies and procedures. The school has also shared the safeguarding policy on the school's website and with the parents. The school has effective arrangements to protect students from all forms of abuse including bullying.
- The school provides a safe and hygienic environment. Students are well supervised, including on school transport. Thorough routine checks ensure movement in and out of the school is monitored. Risk assessments are carried out for all school activities, including external visits. Regular fire drills and evacuation procedures are carried out. Movement to and from buses is well supervised and the review of the management of cars at arrival and dismissal has improved safety. Building and equipment are very well maintained. Accurate and secure records are kept, including records of incidents. Medical staff are vigilant in their care of students and carry out routine checks and maintain detailed records. There is a lift for students with restricted mobility. A few classrooms are overcrowded. The school has an outdoor area for learning in KG. The school is very well suited to meet the needs of all groups of students.
- The school's promotion of healthy lifestyles through campaigns and assemblies is regular although not all students bring healthy food choices for snacks. The school's analysis of students' body mass index (BMI) has resulted in the school planning further promotion of healthy lifestyles.



Care and support	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"><li>Staff and student relationships are positive and purposeful throughout the school, demonstrated through much mutual respect.</li><li>The school has effective systems and procedures in place to monitor attendance and punctuality. The school keeps accurate records of students' attendance rates. The school uses a successful approach to managing attendance and punctuality, including follow-up of unauthorised absences and lateness.</li><li>The school has comprehensive and rigorous protocols in place to identify accurately and promptly students with additional learning needs, including SEN and G&amp;T students. The inclusion team consists of an inclusion lead, 4 specialist teachers and 11 shadow teachers.</li><li>The school provides some effective support for students, including those with SEN, and G&amp;T students. These students are not always provided with support and sufficient challenge in lessons.</li><li>Students' wellbeing and personal development are closely monitored. The school provides highly effective academic guidance for senior students. The school has established a strong relationship with local and international universities.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>The school's premises and facilities that provide a safe and secure learning environment.</li><li>The highly effective career guidance and academic support for senior students.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>Systems to support students' healthy eating and lifestyle choices.</li><li>Systems to ensure effective support and challenge students with SEN, and those students who are G&amp;T in lessons so that they can achieve their potential.</li></ul>				



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

**The quality of leadership and management is very good overall.**

### Indicators:

#### The effectiveness of leadership

**VERY GOOD**

- The newly appointed principal and school leaders have a clear vision for students' success in learning and have set a clear strategic direction, shared with stakeholders. They demonstrate professional competence in understanding what is required to improve the school, based on the UAE School Inspection Framework. Leadership responsibility is delegated to empower and involve all in the planning and delivery processes.
- Leaders' actions, such as the implementation of a robust system to analyse data in decision making and a focus on improving students' MAP scores are having a positive impact on students' outcomes. The school is successful in implementing the UAE's priorities and in creating an inclusive learning environment. It is fully compliant with statutory regulations.

#### Self-evaluation and improvement planning

**VERY GOOD**

- The school has a systematic process for self-evaluation which includes the views of all stakeholders. Positive steps are taken to gather evidence and analyse data from internal, external and benchmarking assessments. The views of teachers, parents and students also help to identify strengths and areas for development. Priorities are identified and targeted and detailed action plans are put in place in the school's improvement plan. As a result, the technology, including some AI has been updated across the school and partnerships with universities are expanding. There is an intensive continuous professional development programme in place to enhance the skills of middle leaders to raise learning outcomes for students.

#### Partnerships with parents and the community

**VERY GOOD**

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- Parents are successfully engaged as partners with the school in their children's learning and feel able to contact the school with any concerns. They are kept closely informed of lessons, homework and school activities through different online platforms. The school sends out assessment information weekly. Reports and parent meetings are termly, and parents are aware of the importance of the UAE agenda for external benchmarking of students' achievements. Parents are participants in a variety of school events, such as National Day and Global day.
- The school makes valuable contributions to local community events. Students visit orphanages and homes for the elderly. There are very strong links with local universities and partnerships have been formed with engineering companies for work experience which is having a highly positive impact on students' learning in High. The school hold regular sports matches with other schools.

#### Governance

**VERY GOOD**

- The governing body consisting of parents and professionals who work effectively to support the school in its addressing of areas for development. Members monitor the whole school when they perform compliance checks across the school community. They often visit the school and meet with senior leaders and receive and review detailed records of the school's performance, including students' achievement. They hold leaders and teachers accountable against key performance indicators (KPI) to ensure that consistent progress is being made and that all areas meet statutory requirements. Governors also provide support with fees and scholarships.

#### Management, staffing, facilities and resources

**VERY GOOD**

- The positive, respectful and smooth-running day-to-day management of the school results in a learning environment where all know routines and rules. There are sufficient appropriately qualified teachers although a large intake of new teachers is undergoing professional development to meet the school's expectations for teaching and learning. The support offered by some shadow teachers is inconsistent. The premises are well maintained and resources including technology are plentiful, in good condition and meet students' learning needs.

#### Areas of Strength:

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- The coherent school improvement planning that identifies strategic priorities and realistic action plans.

#### **Areas for Improvement:**

- The continuing professional development of newly appointed teachers and shadow teachers.

### **SPEA ADDITIONAL FOCUS AREAS**

#### **Provision for Arabic Language**

- The school has 25 Arabic teachers and 1,428 students with a teacher to student ratio of 1:57
- There is 1 library in the school with a capacity of 6,104 book titles. There are 1,554 Arabic books, 720 of these are fiction and 834 are non-fiction. The school is in the process of upgrading to a digital software borrowing system. Students' reading skills are supported and developed through accessing digital platforms such as 'Kutubee' and 'BRAVO' for Arabic books. Students in Grades 1 to 6 have bi-monthly library lessons.
- The school encourages reading in lessons through the introduction of the 'silent reading challenge' in Elementary and Middle. To enhance reading outside the classroom, the school has reading corners in each section.
- The school participates in external and inter-school reading competitions such as the 'Arabic reading challenge' and 'poetry challenge'. Parents participate in reading workshops where they read with their children and attend reading practice at school.

#### **The school's use of external benchmarking data**

- All students take international benchmarking assessments across all designated grades, so that the school is compliant with UAE priorities and SPEA requirements.
- Students are prepared for the assessments through a range of practice questions with direct links to the examination requirements. The grading system based on the TIMSS framework of knowledge, application and reasoning is used in mathematics and science. MAP questions are integrated into lessons following a gap analysis of results. Past paper questions for SATS and for AP are practised on a regular basis. IBT for ASL and TALA assessments for AFL are completed in Arabic.
- International results are communicated to students and general feedback is given in lessons with individual specific support for students, where necessary.

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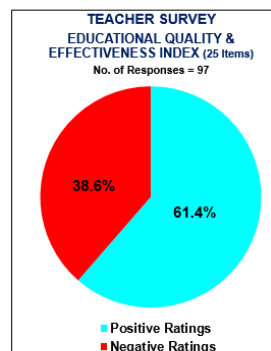
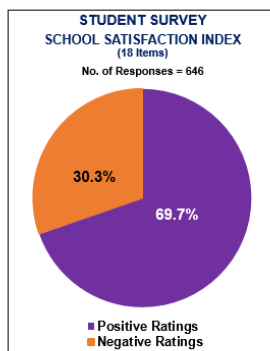
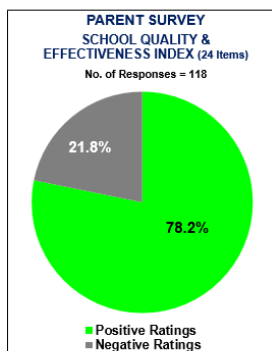
- Results are also communicated to parents. Parents have workshops where they can discuss results and understand the reasons for international benchmarking and learn how to support their children at home when using the practice website.

### Provision for KG

- There are 8 qualified teachers, 4 in the KG1 section and 4 in the KG2 section. There are 8 assistant teachers. There is a ratio of 1 adult to 13 children in KG2, and 1 adult to 11 children in KG 1. Arabic and Islamic education is taught by 4 Arabic specialist teachers.
- Classrooms are of a sufficient size to allow children to move around safely and they are equipped with appropriately sized furniture, a smartboard, reading corners and role play areas. Learning resources are age-appropriate and used effectively for hands-on learning. These include manipulatives and real objects to help develop children's vocabulary.
- There are 2 separate shaded outdoor environments for KG1 and KG2, which are spacious and safely fenced. Resources allow children to develop their gross motor skills while running, climbing, riding bikes and swinging. There are additional areas for children to use their imagination, play games and build structures with large blocks. The KG1 area includes a garden that has been established by the teachers and children.
- During the first week of school, new KG1 children are accompanied into their classrooms by their parents and have shorter school days. At the end of the year, KG1 children visit their KG2 classroom and are greeted by their new teachers. There is a formal graduation for the KG2 children, and they walk to the Grade 1 section where they are presented with gifts. At the beginning of every year, a welcoming session is organised for parents to receive relevant information about the KG programme. There are also coffee mornings for parents.



## VIEWS OF STAKEHOLDERS





## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve attainment and progress in Arabic and Islamic education by:
  - implementing best practices in teaching and learning in lessons.
  - making the largest part of the lesson student- and not teacher-led.
  - providing motivating writing tasks, with the modelling of structures.
  - developing students' vocabulary and understanding by linking words and actions to their own experiences.
  - ensuring that the differentiated needs of students are met.
- Improve support for all individuals and groups of students by:
  - using data analysis to establish the exact learning needs of students and groups of students.
  - liaising closely with the SEN and G&T coordinators to provide appropriate scaffolding, enrichment and extension tasks.
  - planning success criteria for lessons which precisely targets students' needs from their starting points.
  - preparing material and content for lessons which are adapted and modified from the curriculum to meet individual needs.
- Improve challenge in lessons by:
  - understanding that secure knowledge, in line with the curriculum, is only the first step in students' learning.
  - posing difficult questions which move students' thinking to higher levels such as application, analysis and evaluation.
  - allowing time for students to develop opinions through discussions and debate.
  - allowing time for problem-solving and critical thinking and activities which require exploration outside the set curriculum.
- Improve the use of data in lesson planning by:
  - including information on students' needs in the lesson plan and a seating plan.
  - using rubrics in all subjects in lessons so that learning is assessed as it happens by the teacher.
  - giving students rubrics to assess their own and peer learning on a regular basis.
  - using observation and reflective data on lessons as well as summative data to set learning goals.



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](mailto:quality.assurance@spea.shj.ae) within three weeks of receiving this report.