



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Al Dawha School LLC
19 – 22 February 2024

**Overall
Effectiveness:
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



Judgements

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




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

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

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



SCHOOL INFORMATION

School	School ID	136	
	School location	Alazra, Sharjah	
	Establishment date	1986	
	Language of instruction	English	
	School curriculum	US	
	Accreditation body	Cognia	
	Examination Board	AP College Board	
	National Agenda Benchmark Tests/ International assessment	TIMSS, PIRLS, CAT4, MAP, PISA, IBT, EmSAT, AP, TALA, Mubakkir	
	Fee range	10,000 – 25,000 AED	
	Principal	Mouhannad Aboulhoda	
	Chair of Board of Governors	Souheil Hassan Aboulhoda	
Staff	Total number of teachers	110	
	Total number of teaching assistants	28	
	Turnover rate	5%	
	Main nationality of teachers	Egyptian	
	Teacher: student ratio	1:18	
	Students	Total number of students	2,047
		Total number of students per cycle	KG: 319 Cycle 1: 822 Cycle 2: 441 Cycle 3: 465
		Number of Emirati students	37
		Number of Emirati students per cycle	KG: 3 Cycle 1: 11 Cycle 2: 9 Cycle 3: 14
		KG: number and gender	Boys: 153 Girls: 166
		Cycle 1: number and gender	Boys: 438 Girls: 384
Cycle 2: number and gender		Boys: 233 Girls: 208	
Cycle 3: number and gender		Boys: 241 Girls: 224	
Nationality groups		1. Syrian 2. Jordanian	
Total number of students with special educational needs		1	



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 170 lesson observations, 47 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is an improvement since the previous review visit's overall judgement of acceptable. The swift implementation of the school's improvement plan has resulted in better achievement in most subjects, particularly in English and science, where judgements have improved in every cycle. The significant increase in students' attainment in external MAP tests in English, mathematics and science is of particular note. This is mirrored in the improvements in students' learning skills throughout the school, particularly in Cycle 3. Students' innovation and enterprise skills are a developing feature across the school. Teaching for effective learning has also improved in Kindergarten (KG) and in Cycles 1 and 2, as have the processes to analyse assessment data and to identify gaps in the planning of learning and curriculum adaptation. The school recognises that focus is now required to further raise attainment in Arabic, Islamic education and social studies. School leaders and middle managers have worked hard with the active support of the governing board to respond promptly to the most recent compliance report and the recommendations arising from the previous school review visit. The school has a new admissions policy with leaders' alert to the need to prioritise the development of an effective and systematic approach to inclusion in the school.

KEY AREAS OF STRENGTH:

- The commitment, determination and passion of the principal to further improve the school, capably supported by senior staff and governors.
- Students' good or better progress in almost all subjects, particularly in MAP scores.
- Students' positive attitudes to their learning.
- Teaching approaches and methods, leading to improved learning skills, particularly in Cycle 3.
- The provision and use of learning and assessment technology to secure improvements in students' outcomes.

KEY AREAS FOR IMPROVEMENT:

- Students' attainment in Arabic, Islamic education and social studies by sharing the best teaching practices and raising teachers' expectations.
- Opportunities for student-led innovative and enterprising science, technology, engineering and mathematics (STEM) projects that extend their problem-solving and enquiry skills.
- The development of an effective and systematic approach to inclusion in the school.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

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



Islamic Education	<ul style="list-style-type: none"> Students' attainment in Islamic education is good in KG and acceptable in Cycles 1, 2 and 3. Students make good progress across all 4 cycles, which is measured against their performance in lessons and their work. In the school's internal assessment, almost all students showed attainment that is outstanding. During lesson observations and reviewing students' work, it is evident that the students, particularly in Cycles 1 to 3, are performing in line with curriculum expectations. Internal assessment results do not match the level of knowledge and understanding of Islamic concepts and traditions observed during lessons across the school. Progress in Islamic education across the school is improving, particularly in students' understanding of Islamic knowledge and basic Islamic concepts. Their Holy Qur'an recitation skills are underdeveloped. In KG, children show the ability to link their learning to daily life more than in other cycles. In Cycles 1 to 3 girls can engage in meaningful dialogue. In Cycle 3 higher attaining students can debate the wisdom of allowing or not allowing certain foods or drinks. In KG, there is no significant difference between girls' and boys' performance. Girls outperform boys in Cycles 1 to 3 in their overall progress. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' ability to link understanding of Islamic values and practices to their own life experiences, particularly in KG. Students' progress across the school in understanding Islamic concepts. 	<ul style="list-style-type: none"> Students' memorisation and recitation skills of the Holy Qur'an across the school. Boys' progress and attainment in Cycles 1 to 3.
Arabic	<ul style="list-style-type: none"> Students' attainment in Arabic in Cycles 1 and 2, both for native and non-native speakers, is acceptable. In KG and Cycle 3, students' attainment is good. Most students demonstrate age-appropriate skills in reading and speaking across the school. The school's internal assessment in Arabic indicates that almost all students' attainment exceeds curriculum expectations. In students' work and in lessons, particularly in Cycles 1 and 2, students generally meet curriculum expectations. Progress in Arabic as a first language has improved in all skills except writing. Children in KG acquire the language faster than those in Cycle 1. In Cycle 3 higher attaining students demonstrate advanced skills in reading and eloquently present ancient Arabic poems. In Cycles 1 and 2, students' ability to read texts from external sources across a range of genres is less developed. Non-native speakers in Cycle 2 make better progress in Arabic than in Cycle 1. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none">• Students' developing their language skills with notable achievements in speaking and reading in Cycle 3.• The rapid acquisition of language skills in KG.	<ul style="list-style-type: none">• Students' writing skills in learning Arabic as a first language in Cycles 1 and 2.• Students' ability to read texts from external sources across various genres in Cycles 1 and 2.
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Social Studies	<ul style="list-style-type: none"> Students' attainment in social studies is good in Cycle 1 and acceptable in Cycle 2. The school's internal assessment data shows that most students exceed curriculum expectations. This does not match the standard observed in lessons and in students' work where the students make good progress in Cycle 1 and acceptable progress in Cycle 2. External assessment data for social studies is unavailable. In Cycle 1, most students demonstrate marked improvement in their knowledge and awareness of the heritage, customs, and traditions of the UAE. Progress in Cycle 2 is only acceptable as students do not display a deep understanding of the topics in lessons. Across the school, girls consistently outperform boys in social studies lessons. They confidently discuss the responsibilities of citizens in preserving the environment, particularly in addressing pollution, and propose numerous solutions, such as the move to electric cars. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' comprehensive understanding of topics related to UAE society in Cycle 1. The performance of girls in oral discussion in Cycles 1 and 2. 	<ul style="list-style-type: none"> Students' deeper understanding of social studies in Cycle 2. Boys' achievement in both cycles.

English	<ul style="list-style-type: none"> Students' achievement in English is good overall, in KG, Cycles 1 and 2 it is good, and it is very good in Cycle 3. The school's internal data shows that students make outstanding attainments and outstanding progress across the school. This does not match with what was seen in lessons and students' work where most students attain and make progress above curriculum expectations in Cycle 3, but only a majority of students do so in KG and Cycles 1 and 2. MAP results show a range of good, very good and outstanding results, indicating significant progress in attainment in external assessment. In KG and Cycles 1 and 2, a majority of students make good progress in the development of their English language skills in listening, speaking, reading and writing and reach standards above curriculum expectations. In KG children develop early language skills during cooperative and multi-sensory activities, while in Cycles 1 and 2, students can read short paragraphs with correct pronunciation, and can identify different parts of speech in a text. In Grade 3, students can build sentences using past and present tenses. In Cycle 3, students can compare challenging Shakespearean sonnets, using these as a basis for creating their own poems. Overall, all groups of students make better than expected progress. Higher and lower attaining students do not always make the levels of progress of which they are capable. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none">Students' progress in developing their listening, reading, speaking and writing skills across the school.Students' skills in creating their own poems in Cycle 3.	<ul style="list-style-type: none">The rates of progress of lower and higher attaining students across all cycles.
Mathematics	<ul style="list-style-type: none">Students' achievement in mathematics is good overall. Achievement in KG and Cycles 1 and 2 is good, and in Cycle 3, it is very good. In lessons and in their work, students make good progress in KG and Cycles 1 and 2, and very good progress in Cycle 3.Students' internal assessment data shows outstanding attainment in lessons and internal assessments across the school. Since the last review, the rate of improvement in students' attainment has been exceptionally strong, as measured by external standardised tests. MAP test scores for Cycle 1 are now very good and for Cycle 2 and 3 MAP scores are outstanding.KG and Cycle 1 students make good progress, learning actively together, exploring numbers and the properties of shapes and manipulatives. Cycle 2 students can upload their binomial calculations onto the ClassPoint platform for whole class discussions about real-life applications. Students in Grade 12 show tenacity when solving a shadow problem, using differential calculus, with most students identifying that they could confidently teach the topic to others. Students' skills in making presentations and discussing mathematical concepts are less well developed in Cycles 1 and 2.Almost all students make better than expected progress with no significant differences between the various groups.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' skills in working collaboratively with mathematical manipulatives in Cycles 1 and 2.Students' tenacity in complex problem-solving, using differential calculus in Cycle 3.	<ul style="list-style-type: none">Students' speaking and presentation skills when discussing mathematical concepts in Cycles 1 and 2.



Science	<ul style="list-style-type: none">• Students' achievement in science is good overall and it is very good in Cycle 3. A majority of students make good progress overall and most students in Cycle 3 make better than expected progress. This does not fully align with the school's internal data which shows that students overall make very good progress.• Attainment is good overall. Most students attain above curriculum expectations in Cycle 3. This does not match with internal assessment data which indicates that attainment is very good in all cycles. MAP external data indicates that attainment is outstanding overall.• In KG, children can discuss recycling, making connections to their lives, although their scientific and investigative skills are less well developed. In Cycle 1, students develop skills of observation and questioning when discussing types of roots in deserts and rain forests, while in Cycle 2 students develop practical laboratory skills and can link the refraction of light to periscopes. Their skills to investigate and solve problems independently are less well developed. In Cycle 3, students display a deep understanding of life and physical sciences and can carry out investigations, conduct independent research and draw effective conclusions.• All groups of students make good progress, and in Cycle 3, a large majority of students make better than expected progress. Higher attaining students are not always appropriately challenged in lessons, and they do not make the progress of which they are capable as a result.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge of refraction and linking that to real life applications in periscopes in Cycle 2.• Students' knowledge and understanding of life and physical sciences in Cycle 3.• Students' skills in carrying out scientific investigations, independent research and drawing conclusions in Cycle 3.	<ul style="list-style-type: none">• Children's scientific and investigative skills in KG.• Students' ability to independently investigate and solve problems in Cycle 2.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good in all cycles. The school's internal data in Cycle 3 shows outstanding progress across various subjects. This does not match what is seen in lessons and in students' work where the majority of students make progress which is above curriculum expectations.• The school's internal data in Cycle 3 shows that attainment for other subjects is outstanding. This does not match what is seen in lessons and in students' work where the majority of students in all phases reach levels of attainment which are above curriculum standards. There are no external assessments for other subjects.• Overall, students in all phases demonstrate good knowledge and skills in other subjects. Students in Cycle 1 demonstrate good running, jumping and balancing skills in Physical Education (PE), while their ball control and team skills in Cycles 2 and 3 are good. In KG, PE skills are less well developed. In Cycle 2, students can confidently make models of recording equipment, such as cameras and microphones from recycled materials, and in Cycle 3, students can design a game and control the movement of a sprite from left to right and up and down. The majority of students in Cycle 3 computer science can create websites using an online application.• The majority of groups of students make above expected progress overall. A few students who have special educational needs (SEN) do not make sufficient progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ball control and team skills in PE in Cycles 2 and 3.• Students' ability to apply their knowledge, skills, and creativity in computer science in Cycle 3.	<ul style="list-style-type: none">• Children's PE skills in KG.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are good in KG and in Cycles 1 and 2, and they are very good in Cycle 3, particularly in English, mathematics and science. Students enjoy learning and have positive attitudes, taking responsibility for finishing tasks that their teachers have set. They collaborate well and communicate their ideas to their teachers and peers very clearly, with a majority of students participating very actively in group discussions when given the opportunity.• Students make connections between subjects, such as linking a lunar eclipse to the study of angles in mathematics. In Grade 12, students discuss Shakespeare's sonnets and compare ideas to Islamic culture.• Students can reference personal real-life experiences related to the topics they learn, such as putting aside a percentage of their allowance every week to save up for an iPad, for example.• Students have good independent learning skills and use technology for research throughout the school. Children in KG make choices from a range of tasks. Enterprise and innovation skills are less developed, particularly in Cycles 1 and 2.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' positive attitudes to their learning.• Students' effective collaboration and communication skills, especially in Cycle 3.• Students' use of technology to support independent learning across the school.	<ul style="list-style-type: none">• The development of innovation and enterprise skills across almost all subjects and particularly in Cycles 1 and 2.



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Very Good	Very Good	Very Good	Very Good

- Students' strong sense of personal responsibility and very positive attitudes result in good behaviour in lessons and around the school. Students are resilient learners, especially in Cycle 3, and enjoy giving and receiving critical feedback. They enjoy excellent relationships with staff, valuing the school's proactive and supportive approach and they feel safe, valued and well supported.
- Students are kind and compassionate to their peers and the staff, and rare incidents of bullying are resolved effectively. They appreciate the school's caring community ethos and support each other naturally and very effectively in their schoolwork and socially.
- Students understand the importance of healthy eating and maintaining active lifestyles and participate willingly in PE lessons and sports.
- Students' overall attendance is very good at over 96%. A minority of students arrive late at the start of the school day.

Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
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- Students have a clear understanding of the importance and relevance of Islamic values to their own lives and experiences. Cycle 3 students describe eloquently how they reflect upon Islamic values and incorporate them into their everyday lives and aspirations.
- Students at all levels are knowledgeable and appreciative of the traditions and heritage of Emirati culture and heritage. In lessons across all subject areas and in co-curricular activities they enjoy learning about contemporary life in the UAE.
- Students understand and value their own cultural identity and the similarities and differences when compared with other cultures. They appreciate the school's cultural diversity and greatly value the opportunity to make friends with students from different cultures. They look forward to the rich diversity of foods, costumes, customs and music celebrated at the school's International Day celebrations, although world cultures are infrequently referred to in lessons.



Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none">• Students initiate and implement many ideas for positive change within and beyond school. They know that the school welcomes their opinions and constructive suggestions and that they can therefore influence its development. A few students act as volunteers within the local community.• The student council effectively promotes well-being and citizenship in the school, taking positive action in many areas of school life. Almost all students enjoy purposeful activity, are resilient, and a minority take pleasure from activities such as the model United Nations (MUN), mock trials, and robotics.• Students demonstrate a good understanding of environmental matters, and some have recently participated in a tree and flower planting project. Students take good care of the school's environment.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' strong sense of personal responsibility and very positive attitudes.• Students' recognition of and support for one another and members of staff and their needs.• Students' very good attendance.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' punctuality at the start of the school day.• Reference to other world cultures in lessons.				



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	Good	Good	Good	Good

- Most teachers have good subject knowledge which helps them explain learning clearly. Most understand how students learn and use a variety of approaches, including group work and practical exploration to ensure students' engagement in most lessons. Lesson planning is thorough and includes all the necessary elements to promote successful learning and aims to meet the needs of students.
- Teachers' and students' interactions promote good speaking skills in most subjects, encouraging vigorous debate in English in particular. The large amount of time taken by teachers to explain the lesson content and activities in a minority of lessons, including Islamic education, Arabic and social studies restricts students' speaking practice. Teachers are skilful in using questioning to establish students' levels of knowledge and understanding, and to consolidate the main points of learning. Through dialogue, teachers in Cycles 1 and 2 generally develop students' vocabulary successfully.
- The majority of teachers use effective teaching approaches and methods to meet the needs of the different groups of students. This is done well in English, mathematics and science. Teachers do not always adopt these approaches and methods in other subjects.
- Teachers promote skills in critical thinking, problem solving and independent learning effectively in most subjects. However, enterprise and innovation skills are still a developing feature across the school.

Assessment	Good	Good	Good	Good
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- Internal assessment data processes provide comprehensive information on students' attainment and social development. The management system used by the school enables teachers and leaders to gain access to all assessment data, ensuring almost all information on students' progress is accurate.
- The school uses a range of external examinations which meet the UAE priorities to benchmark academic outcomes against national and international standards. Leaders regularly analyse results rigorously to gain a clear understanding of individual and groups of students' attainment each term.
- The school's robust assessment systems enable teachers to evaluate students' achievement with accuracy. A large majority of teachers use data to guide their lesson planning, by

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aligning activities to students' needs. Progress tracker systems provide valuable information over time to help teachers give focused support to their students, especially in Cycles 1 and 2. The quality of teachers' challenge to students, especially the higher attainers, and teachers' provision of developmental feedback to students vary considerably across most subjects.

Areas of Strength:

- Teachers' subject knowledge and their understanding of how students learn, especially in Cycle 3.
- Teachers' strong focus on promoting students' confident communication skills.
- Teachers' interaction with students and the use of questioning and dialogue, particularly in Cycle 3.
- The coherent and consistent internal and external assessment processes.

Areas for Improvement:

- The amount of time teachers use to explain lessons and activities in Arabic, Islamic education and social studies.
- The development of students' enterprise and innovation skills across all subjects.
- Challenge for higher attaining students in all subjects across the school.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none">The curriculum has a clear rationale and fulfils all statutory requirements aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and the MoE Arabic Curriculum and develops students' skills sufficiently. Planning is detailed and ensures continuity and progression through linked lesson plans.Students in Cycle 3 have opportunities to make sufficient curriculum choices, including business subjects in Cycle 3, and they take part in specialist workshops and events outside the school, such as the yearly science contest, yearly business bazaar, the Emirates Literature Foundation Contest and visits to several higher education institutions. Cross-curricular links between subjects are planned to provide students with a holistic understanding of concepts and skills, such as linking the role of the sun to food production, and by embedding UAE geography in KG English lessons, for example, by asking children to identify the letter 'u' in the names of each Emirate.The school conducts periodic reviews of the curriculum to assess its quality and impact. This process involves a range of internal stakeholders, including teachers, co-ordinators and senior leaders.				
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">The school's senior leadership ensures that curriculum plans are modified and updated to meet the needs of most groups of students. The school does not systematically plan activities to extend the knowledge and skills of higher attaining students and the specific support for students with SEN is not routinely covered in the curriculum.The curriculum is interesting and motivating with adaptation helping develop students' problem solving, critical thinking, research skills and the use of learning technologies. Students' enterprise and innovation skills are less developed in most subjects.The school has modified the US curriculum in line with the cultural backgrounds of most of its students and the UAE. It ensures that students' knowledge, understanding and appreciation of the heritage and values of the UAE and Emirati culture is embedded in all subjects.				



Areas of Strength:

- Curriculum alignment with CCSS and MoE Arabic Curriculum with regular reviews.
- Curriculum modifications to ensure that it is closely linked to Emirati Culture and UAE heritage and values.

Areas for Improvement:

- Curriculum modification to consistently address the needs of higher attaining students and those with SEN.
- The inclusion of the development of students' innovation and enterprise skills in the curriculum.



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
<ul style="list-style-type: none">• The protection, care guidance and support of students are good overall. Thorough systems are effective in safeguarding students from harm and enabling them to be proactive in resolving matters should any instance of bullying arise. including using the student council's support.• The school provides a safe and hygienic physical environment that is very well maintained, with frequent and thorough safety checks. The school records health and safety incidents and takes appropriate action. A lift has been installed to the upper floor to enable access for students with restricted mobility.• The school promotes healthy living in lessons, and through regular health screening and awareness campaigns. For example, children in KG learn how to stay safe in the sun, and students throughout the school learn about first aid and the importance of maintaining a healthy weight.				
Care and support	Good	Good	Good	Good

- The care and support of students is good overall. Relationships between staff and students are very positive and students frequently approach staff, including the school principal, for academic and personal support. Behaviour management throughout the school is effective and consistent.
- The school effectively promotes attendance and has implemented measures to tackle the lack of punctuality at the start of the school day.
- The school has a new inclusive admissions policy and is developing systems to identify children who have SEN and who are gifted and talented (G&T). The school does not yet have processes to identify all students consistently and systematically with additional learning needs.



- Staff create individual education plans (IEP) for the few identified students with SEN, who then receive additional support from appropriate non-specialist staff. This support is not yet sufficient for SEN or G&T students to reach their potential in lessons across all subjects.
- The well-being and personal development of all students is efficiently monitored through surveys and through a referral system. The school provides tailored support to meet the personal and emotional needs of referred students to good effect. Cycle 3 students receive good careers advice and counselling so that they are well prepared and informed for their next steps.

Areas of Strength:

- Arrangements and procedures for safeguarding students from harm.
- Positive interactions and relationships between staff and students.
- Guidance and support for all students regarding their well-being and personal development

Areas for Improvement:

- The systematic identification of students with SEN and G&T students.
- Tailored support programmes that target individual learning needs of identified students.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- School leaders have high aspirations for the school and share a clear strategic direction with all stakeholders. Relationships and communication within the school are positive. Most middle managers are highly effective and secure improvements in teaching for effective learning, progress and attainment consistently.
- The school has a very successful track record in responding very promptly to recommendations from previous reviews and from compliance reports, which has resulted in significant improvement in students' outcomes across the school. The school has identified priorities for improvement and has plans in place to overcome potential barriers. The school demonstrates a strong capacity to improve further.

Self-evaluation and improvement planning

Good

- The self-evaluation process is inclusive of most stakeholders, who have the opportunity to identify gaps in quality to be prioritised for school improvement. The school has identified most key priorities which form the basis for the school's improvement plan. Self-evaluation judgements are over-inflated and do not closely follow all the descriptors in the UAE School Inspection Framework. School leaders regularly observe and feed back to teachers on their performance, outlining their strengths and areas for improvement, but the observation reports do not always provide enough evidence to justify evaluations or identify best practice that can be shared with other teachers.

Partnerships with parents and the community

Good

- The Parents' Council is active in arranging events at the school and informing other parents of changes. Parents feed into the school's improvement planning through internal surveys, which have a very high rate of completion, as well as more directly through a quick response (QR) code displayed in reception and sent to their homes, which they can scan to make complaints or suggestions. They receive reports on their children's achievements every term and have parent and teacher meetings, where they discuss their children's academic, personal and social development.



<ul style="list-style-type: none">The school enjoys strong partnerships with international and local universities that provide training for teachers, address students about study options and careers and welcome students on visits.	
Governance	Good
<ul style="list-style-type: none">The school has a governing body and a board of directors with distinct responsibilities. Stakeholders are well represented, including parents and students. The head of the governing body is the owner and founder of the school and takes a very active role in overseeing finances and ensuring school leaders' accountability for academic results through regular reports.	
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none">The day-to-day management of the school is good with well organised timetables and schedules impacting positively on students' achievements. The school provides an excellent environment for learning and assessment technologies, with sufficient specialist facilities for both study and recreation, including 5 spacious science laboratories, 3 clinics, 2 libraries with graded readers, adequate outdoor sports fields, a squash court, table tennis and table football facilities, although the designated rooms for SEN and Arabic as an additional language are poorly decorated and under-equipped. The school has addressed a staffing shortage in social workers, noted last month in the compliance report, by the hiring of two Emirati staff. The KG has satisfactorily equipped indoor and outdoor play areas, although these are quite small for the number of children using them, even after careful scheduling of staggered break times.	
Areas of Strength:	
<ul style="list-style-type: none">The commitment, determination and passion of the principal to move the school forward and further improve students' outcomes, capably supported by senior staff, governors and parent representatives.The self-evaluation and school improvement planning process involves most stakeholders.The provision of facilities and hands-on resources, including technology for learning, across a majority of subject areas.	
Areas for Improvement:	
<ul style="list-style-type: none">The Alignment of self-evaluation judgements to the UAE School Inspection Framework.Classrooms that provide a positive, well-equipped environment for the teaching of SEN and Arabic as an additional language.	



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- All Arabic staff are qualified. There are no teaching assistants except in KG and early grades, but all of them are non-native speakers. The teaching ratio is 1:27.
- Only Grades 5 to 9 have a timetable for access to the library, but it changes every two weeks. The library contains 940 Arabic books, with 50% being fiction and 50% non-fiction. The last time books were added was one and a half years ago. The source of purchasing was the Sharjah Annual Book Fair.
- Reading forms a part of every lesson, as are other language skills. No online portal is used to enrich Arabic reading skills. There is no intervention program to support underperforming students.
- Extra-curricular activities for Arabic were not observed. There is a strong link with parents using Google Classroom and Telegram software.

The school's use of external benchmarking data

- The school is developing its use of external standardised tests, and 100% of students took CAT4 tests in 2022-23, 95 % of students from the school took MAP tests 2023-24 from KG to Grade 11. Students from Grade 12 took EmSAT tests. Students selected by the awarding bodies have also taken PISA, IBT, PIRLS, TIMSS and AP and the school is registered for TALA and Mubakkir for Arabic from KG to Grade 2 in the current year, and Grades 3 to 11 in 2023-24.
- The school is transforming its pedagogy and curriculum to raise students' attainment in external assessment tests and critical thinking. It is embedding competency-based questions in lessons and in internal formative examinations.
- The school has informed parents and students about these changes and their importance for the future readiness of all students.
- They share external assessment results with parents and students, and high achieving students receive internal certificates.

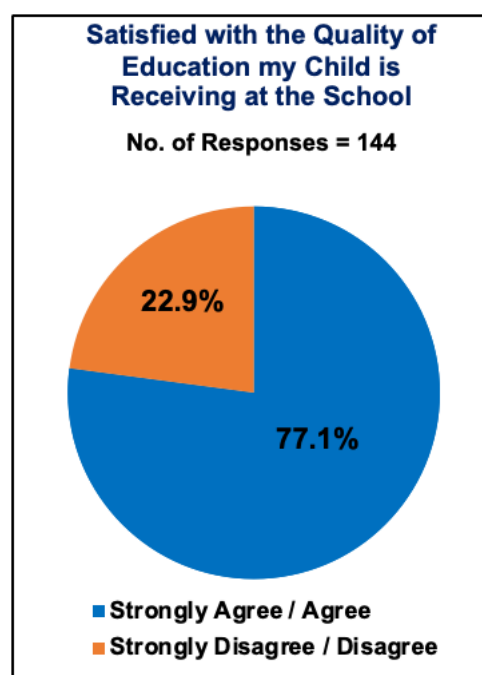
Provision for KG

- There are 13 classes in the KG, 6 in KG 1 and 7 in KG 2. There are 18 teachers and 20 classroom assistants with currently 319 children on roll. The overall ratio of teachers to children is 1:18. Each class is assigned a class teacher and teaching is according to subject specialism.
- The indoor learning environment includes 13 classrooms, an indoor activity room and a dedicated clinic and majlis. In KG 1 children also have a mat area. Displays both support and celebrate children's learning. Learning resources include notebooks, textbooks, worksheets, PowerPoints, videos and teacher-made resources, multiple manipulatives and blocks and creative materials.



- The dedicated outdoor learning environment includes sand and water trays, a planting area and a story corner which is AstroTurf. KG classes also use the playground at dedicated times where children engage in free physical play and teacher-supported activities, such as playing with bubbles and dancing. KG children enjoy field trips, for example to the Sharjah desert park and aquarium and special days, such as well-being day and painting day.
- At the beginning of the year children spend the initial weeks with their class teachers to develop relationships with their teachers and friends. Children take a diagnostic test to help inform planning. The school facilitates a smooth transition to Grade 1 by preparing children in term three. Teachers accompany the children to visit their new classes and progress reports are shared regularly with parents.

VIEWS OF PARENTS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve the standards in teaching for effective learning In Islamic education, Arabic and social studies by:
 - raising teachers' expectations and ensuring the right balance between the amount of teacher-talking time and student-led activities in lessons.
 - sharing the best practice across departments within the school through experiential learning, such as teacher-led microteaching or peer observations.
- Improve the opportunities for student-led innovative and enterprising science, technology, engineering and mathematics (STEM) by:
 - offering projects that extend problem-solving and enquiry skills.
- Improve inclusive learning at the school by:
 - developing expertise in identifying and supporting SEN students effectively.
 - seeking external advice and guidance in best practice in SEN provision.
 - training teaching staff in SEN identification and support.



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.