



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

AI AMAL SCHOOL FOR THE DEAF
10 to 13 February 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

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	216
	School location	Al Yarmouk, Sharjah
	Establishment date	1979
	Language of instruction	Arabic
	School Curriculum	Ministry of education (MoE)
	Accreditation body	MoE
	Examination Board	MOE
	External Assessments	Trends in International Mathematics and Science (TIMSS)
	International and Curriculum Benchmark Assessments	International Benchmark Tests (IBT) Test of Arabic Language Arts (TALA) Mubakkir
Staff	Fee Range	AED 30,000
	Principal	Afaf Al Haridi
	Chair of board of governors	Her excellency Sheikha Jamila Bint Mohammad Al Qasimi
	Total number of teachers	38
	Total number of teaching assistants	1
Students	Turnover rate	1%
	Teacher: student ratio	1: 2
	Total number of students	72
	Total number of students per cycle.	KG : 10 Cycle 1 : 28 Cycle 2 : 25 Cycle 3 : 9
	KG: number and gender	Boys: 7 Girls: 3
	Primary: number and gender	Boys: 20 Girls: 8
	Middle: number and gender	Boys: 16 Girls: 9
	High: number and gender	Boys: 6 Girls: 3
	Total number of Emirati students	29
	KG: Emirati number and gender	Boys: 1 Girls: 1
	Primary: Emirati number and gender	Boys: 10 Girls: 3

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	Middle: Emirati number and gender	Boys: 3	Girls: 4
	High: Emirati number and gender	Boys: 4	Girls: 3
	Nationality groups (largest first)	1. Yemen	
		2. Syria	
	Total number of students with special educational needs	72	



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
GOOD	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 75 lesson observations, 18 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. Most students attain in line with curriculum standards and expectations across all subjects and cycles except in Cycle 3 Islamic education where a majority of students attain above the expectations. Across all cycles, the majority of students make better than expected progress in core subjects and a large majority make better than expected progress in Islamic education in Cycle 3. Across the school a large majority of students achieve above the expected standard in all other subjects. There are many important strengths to the school which include students' use of sign language and their communication skills, gains in students' speech and language, auditory training and musical therapy. The support for boosting students' communication skills is very effective. Students' learning skills are good across all cycles, although their innovation skills are less developed during lessons. Students' behaviour and attitudes to learning are strong particularly their application of Islamic values in their day-to-day lives. The quality of teaching and assessment and the curriculum are good across the school. Teachers plan lessons based on curriculum standards and expectations yet they do not consistently set personalised targets for students; not all teachers accurately use psychoeducational assessment data to inform their teaching. Strong support and guidance, positive relationships and safety processes consistently ensure students' safety including on the school transport. Senior leaders know their students well and have established a positive learning culture where everyone feel safe and happy. Middle leaders are not yet fully aware of best practices in teaching the deaf, and they do not accurately track students' progress against the personalised targets in their individual education plan (IEP). The range of resources and the school environment provide effective support for students' learning. There is good capacity to improve.

KEY AREAS OF STRENGTH:

- Students' good achievement in almost all subjects.
- Students' behaviour, engagement, positive attitudes and their commitment to do their best.

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- The protocols and arrangements for health and safety, and the successful welfare systems to ensure students' wellbeing.
- Dedicated senior leaders, high staff morale and collaborative relationships that contribute to a happy and harmonious environment.
- Governors' and parents' support that positively influences the school's drive for overall improvement.

KEY AREAS FOR IMPROVEMENT:

- Students' attainment across all subjects.
- The opportunities for students to develop their skills in enterprise, innovation and independent research in lessons.
- The effective implementation of quality IEPs and the accurate tracking of students' personalised targets against their outcomes.
- The capacity of middle leaders to drive school improvement in their area of responsibility.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

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

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Islamic Education

- Students' achievement in Islamic education is Good overall. It is good in Kindergarten (KG) and Cycles 1 and 2, and very good in Cycle 3. In lessons and in students' work, the majority of students across Cycles 1 and 2 make better than expected progress, while the large majority of students in Cycle 3 make better than the expected progress over time.
- There is no external assessment data for Islamic education. Internal assessment data indicates very good attainment across Cycles 1 and 2 and outstanding attainment in Cycle 3. This does not match with what is seen in lessons and students' work, where most children in KG and students across Cycles 1 and 2 attain in line with curriculum expectations, while a majority attain above in Cycle 3.
- In lessons, students across the school show a good understanding and appreciation of Islamic manners and etiquette, and Islamic Shariah rules and apply them in their daily lives. Children in KG differentiate between what God created and what humans made. In Cycle 1, students show secure understanding of performing the prayer in the correct sequential steps, yet a few still need support. In Cycle 2, students explain solidarity in Islam, although they find it difficult to give solid examples of applying solidarity in their daily lives. In Cycle 3, students show deeper understanding of Shariah rules and their application such as differentiating between permissible and forbidden food and drinks, and the communication etiquette.
- Most groups including boys, girls and Emirati students make better than expected progress across all cycles. High achievers are not consistently challenged.

Areas of Strength

- Students' understanding and application of Islamic manners and etiquette, across the school.
- Students' understanding of Islamic Shariah rules in Cycle 3.

Areas for Improvement

- Students' consistent practice of Islamic rituals such as daily prayers in Cycle 1.
- Students' ability to link learning to real life through giving examples of forms of solidarity in Cycle 2.



Arabic	<ul style="list-style-type: none"> Students' achievement in Arabic as a First Language (AFL) is good overall. Over time in lessons and in students' work, the majority of students make better than expected progress in KG and across all cycles. Internal assessment data indicates very good attainment across Cycles 1 and 2 and good attainment in Cycle 3. This does not match with what is seen in lessons and students' work where most students across the school attain in line with curriculum expectations. TALA results show good attainment in Cycle 1 and acceptable attainment across Cycles 2 and 3. In lessons, children in KG identify letters and differentiate between short and long sounds. Cycle 1 students form short sentence using learned verbs and communicate their understanding to the teacher using sign language. Cycle 2 students extract the main idea of a narrative text and differentiate between the various story elements. By Cycle 2, students read and understand a simple text and communicate their understanding orally using the total communication approach. Students do not consistently develop rich vocabulary across Cycles 1 and 2 to enhance their communication skills. Cycle 3 students with cochlear implants sound out simple words. Deaf students' lip-reading skills are more developed by the end of Cycle 3. Across all cycles, students' creative writing and accurate application of grammar and spelling rules in writing is less developed. All groups make better than expected progress including boys, girls and Emirati students. Students with cochlear implants make better progress in developing their oral speaking skills across all cycles. High achieving students are not consistently challenged. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' communication skills using the total communication approach in Cycle 2. Students' lip-reading skills to convey oral messages by Cycle 3. 	<ul style="list-style-type: none"> Students' vocabulary skills to enhance communication across Cycles 1 and 2. Students extended writing skills and their accurate application of spelling and grammar across all cycles.



Social Studies

- Students' achievement in social studies is good overall. In lessons and students' work, the majority of students make better than expected progress over time, across all cycles.
- There is no external assessment data for social studies. Internal assessment data indicates outstanding attainment across Cycles 1 and 2 and very good in Cycle 3 which does not match with what is seen in lessons and students' work, where most students attain in line with curriculum expectations across all cycles.
- Children in KG identify the currency of the UAE and differentiate it from other currencies. They do not consistently apply their learning during role play. Cycle 1 students identify the different types of pollution and their sources; they are less confident when discussing its negative effects on the environment. Cycle 2 students are aware of geographical terms such as terrain, they are less confident in locating features on maps. Students successfully interpret simple informational text into tabular data. Cycle 3 students discuss the geographical features of the UAE such as oasis and falaj. They explain population density around the oasis and the role of water falaj to collect ground water and improve local agriculture.
- All groups including Emirati students make better than expected progress. High achievers do not always make the progress of which they are capable.

Areas of Strength

- Students' ability to interpret informational texts into charts in Cycle 2.
- Students' strong understanding of relevant terminology and geographical features of the UAE by Cycle 3.

Areas for Improvement

- Children's application of their learning to role play activities in KG.
- Students' mapping skills in Cycle 2.



English	<ul style="list-style-type: none">Students' achievement in English is good overall. The school's internal data indicates that the progress of students is good over time, across all cycles. This is confirmed during lessons and in students' workbooks.The school's internal data shows attainment is acceptable overall. This matches lesson observations where attainment is in line with curriculum standards. The 2024 IBT results show weak attainment with 55% of students performing below expectations.In lessons, children in KG recognise letters and their corresponding sounds and acquire a basic sight vocabulary. Cycle 1 students acquire new vocabulary from each lesson. They develop their oral language skills although their sign language skills are less developed. Cycle 2 students advance their listening skills as well as their oral and written vocabulary. Students do not spend enough time on spelling or writing to develop skills. Cycle 3 students show stronger oral communication skills. They learn new vocabulary and begin to use it when writing sentences. They engage in exercises to develop speaking and the reading of short texts. Students spend insufficient time developing and practising the essential skills of reading for meaning and writing. Students' advanced literacy skills are limited.All groups of students including boys, girls and Emirati students make better than expected progress,	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Children's skills in matching letters with the sounds that they make in KG.Students' oral communication skills by Cycle 3.	<ul style="list-style-type: none">Students' application of literacy skills to read and understand texts across Cycles 2 and 3.Students' extended writing skills across Cycles 2 and 3.



Mathematics

- Students' achievement in mathematics is good overall. In lessons and in students' work, a majority of students across the school make better than expected progress over time.
- The school's internal assessment data indicates very good attainment across Cycles 1 and 3, and good attainment in Cycle 2. This does not match with what is seen in lessons and in students' work, where most students across all cycles attain in line with curriculum standards. 2024 TIMSS results for Grade 4 are above the national expectations. 2023 IBT examination results indicate that students' attainment exceeds the standard expected.
- The majority of students across all cycles make good progress. Children in KG count forward, recognise numerals and add single digit numbers. Cycle 1, students solve numerical problems including similar fractions. Cycle 2 students evaluate algebraic expressions to solve real life problems. A minority of KG children and students in Cycles 1 and 2 are not able to effectively use mathematical reasoning skills to understand and explain their findings. Cycle 3 students apply their geometrical knowledge to identify and apply the circle equation in different contexts. Their skills to interpret complex word problems are less developed.
- Overall, a majority of groups of students, including boys, girls and Emirati students make better than expected progress. High attainers and gifted and talented (G&T) students are not sufficiently challenged.

Areas of Strength

- Students' ability to evaluate algebraic expressions to solve real life problems in Cycle 2.
- Students' knowledge of geometry in Cycle 3.

Areas for Improvement

- Students' mathematical reasoning skills in Cycles 1 and 2.
- Students' ability to tackle higher order challenging tasks in Cycle 3.



Science	<ul style="list-style-type: none">Students' achievement in science is good overall. In lessons and in students' work, the majority of students make better than expected progress over time.Internal assessment data indicates very good attainment across Cycles 1 and 3, and acceptable attainment in Cycle 2. This does not match with what is seen in lessons and students' work, where most students attain in line with curriculum standards. 2023 TIMSS results for Grade 4 show a majority of students attain above the national standards. 2024 IBT examination results indicate that students' attainment exceed expectation.The majority of students across all cycles demonstrate good progress. KG children identify weather changes in winter and what clothing is required. Cycle 1 students classify and compare living and non-living things. Cycle 2 students discuss growth and describe the life cycle of their favourite farm animals. A minority of students across Cycles 1 and 2 are unable to explain their findings using accurate scientific terminology. Cycle 3 students apply their scientific knowledge to identify and describe the structure and function of major cells and organs of the nervous system. Their inquiry, scientific investigation and independent experimentation skills in the laboratory are less developed.Overall, a majority of groups including boys, girls and Emirati students make better than expected progress. High attainers and G&T students are not sufficiently challenged through advanced experimentation opportunities.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' ability to analyse and interpret scientific forms and data, particularly in Cycle 1 and 2.Students' ability to apply learnt scientific concepts in their daily life in Cycle 3.	<ul style="list-style-type: none">Students' accurate use of scientific terminology across Cycles 1 and 2.Students' inquiry, scientific investigation and independent experimentation skills in Cycle 3.



Other subjects

- Over time students' achievement in other subjects is very good overall. There is no internal data that shows progress of students in these subjects. A large majority of students across all cycles make above expected progress in sign language, speech and language, auditory training, music, art, information communication technology (ICT) and Physical Education (PE).
- There are no external assessments for these subjects. In lessons, a large majority of students attain above curriculum standards across all cycles.
- In lessons, a large majority of students make better than expected progress. In PE, children in KG participate in motor exercises to improve their, balance, stability, coordination and agility. Cycle students learn about the rules of volleyball and participate in core strength, balance, agility and flexibility movements. They participate in some team games, improving cooperation, resilience and confidence. Taekwondo lessons enhance students' fitness skills particularly the girls. In sign language, students use the total communication approach to sign and communicate simple phrases. They learn sign language alongside the visual structure of words to read and write them correctly. By Cycle 3, students have fluent signing skills which they use to communicate confidently in lessons and socially. Alongside individual speech and language, auditory training and rhythm stimulation, students' increasing ability to sign confidently helps them to make optimum use of any hearing they have. Grade 4 ICT students use software to design their own presentations. They research photographs using a search engine and save their favourites into their presentations. Grade 5 art students use recyclable materials to create simple puppets of their favourite animal. Students' performance skills in music is developing very well through reading and performing increasingly difficult musical rhythmic scores. Across the school students' skills in creating their own art and music compositions is less secure.
- All groups of students make better than expected progress including Emirati students. Girls make better progress than boys in taekwondo.

Areas of Strength

- Students' active participation in PE and Taekwondo.
- Students' sign language skills by Grade 12.

Areas for Improvement

- Students' ability to create their own compositions in art and music across the school.



Learning Skills

- Students across all cycles enjoy being in school and show enthusiasm in their lessons. They are motivated and engaged in their learning particularly in assemblies where they play or sing along with the National Anthem with pride. Students develop respectful relationships with peers. Students across the school appreciate formative feedback from their teachers and strive to improve their work.
- Collaboration is strong in Cycle 3 Islamic education where students prepare projects and present them. In Cycle 2 science, students work together on simple experiments. KG and Cycle 1 students have less opportunities to engage in collaborative learning activities. Students work well together during assemblies and during volleyball team games. Collaborative learning with peers can be hindered by communication issues and lack of instruction on how to collaborate. Communication skills do improve as students move up through the school.
- Most older students do basic research although their ability to support learning through the use of technology is underutilised. Students in Cycles 1, 2 and 3 make connections between what they learn in different lessons especially in social studies, science and English. They also relate their learning to their understanding of the real world. Grade 4 mathematics students apply their knowledge of equivalent fractions to real life by linking the mathematics to their own buying and selling experiences. Cycle 2 students apply scientific concepts to their daily life through their comparison of the weather in the UAE to that of their home country.
- Critical thinking, working independently and the advancement of innovation and problem-solving skills are developing features across the school.

Areas of Strength

- Students' enthusiasm and active engagement with learning across the school.
- Students' improving communication skills as they move up through the school.

Areas for Improvement

- Students' skills for successful collaborative learning especially in KG, Cycle 1 and 2.
- Students' use of technology to support their learning across the school.



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

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

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Students' personal development is very good overall. Students across all cycles show mature and responsible attitudes, and they are more self-reliant in Cycle 3. Students appreciate and respond well to feedback and consistently build on it to improve their work. Students' positive attitudes contribute to a safe learning environment where bullying is rare.Students' positive behaviour prevails throughout the school and relationships are respectful and considerate. Students are consistently sensitive to others' needs and help each other during the breaks and group activities.Students demonstrate a secure understanding of healthy living. They engage in physical activities during assemblies and in taekwondo and baseball. Older students generally make wise choices about their healthy food and lead various campaigns to promote healthy living, such as Your Health is Our Priority programme. Students in Grade 4 provide healthy meals to children in KG to enhance their awareness about healthy choices.Students' attendance at 94% is good, and students consistently arrive to school and lessons on time.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Students actively participate in a wide range of activities and competitions that reinforce their comprehension of Islamic values such as the Holy Qur'an competition and morning assemblies.Students have a profound appreciation for Emirati heritage and culture. They actively participate with their families in a variety of national and cultural activities, such as Flag Day, National Day and recently Haq Al Laila in KG. Students participate in the Positive Citizenship Week and demonstrate their good citizenship in practice, at school and in the local community.				



- Students appreciate their own and other world cultures. They sometimes compare their own culture with other world cultures through the International Culture Day. Student's deeper understanding of other cultures is less secure at the younger end of the school.

Social responsibility and innovation skills

Very Good

Very Good

Very Good

Very Good

- Students regularly volunteer in school and their local community and many students in Cycle 3 enthusiastically join the Safe Digital Life Ambassadors' committee. Students visit other schools in the community to provide sign language training to children. Children in KG and their families collaborate with the Emirati Red Crescent and Aoun Foundation through various campaigns such as Draw a Smile Campaign and Keep Your Winter Warm Campaign. They distribute gifts and serve breakfast to workers during Ramadan.
- Students in Cycle 3 innovatively created a smart basket with active sensors. Students initiated Artificial Intelligence (AI) Amal Association for the Deaf where they showcased and sold their used toys and donated the money to charity. Children in KG and younger Cycle 2 students do not consistently initiate their own projects.
- Students actively engage in initiatives to enhance the school environment. The Environmental Committee participates in sustainability and conservation programmes within the local community such as collecting plastic bottle caps to provide wheelchairs for those with disabilities. Children grow various crops in their school garden which they donate to charity.

Areas of Strength:

- Students' behaviour and respectful relationships.
- Students' appreciation of the Islamic values and Emirati culture.

Areas for Improvement:

- Students' deeper understanding of other cultures across the school.
- Students' ability to initiate and lead activities to promote innovation and creativity particularly KG and Cycle 2.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good

- The quality of teaching for effective learning and assessment are good overall. Most teachers demonstrate a secure knowledge of their subjects and understand how their students learn. Teachers interact positively with students using a total communication approach to enhance communication. As many of the children wear hearing aids or have cochlear implants, teachers effectively capture students' full attention before communicating with them. Lessons sometimes tend to be teacher led with limited students' participation.
- Teachers are successful in keeping students actively engaged throughout the lessons. There are active learning features in KG English and science lessons. Differentiated learning activities assist students in accessing learning in a variety of ways. Teachers' questioning is used to check understanding and progress, although it rarely extends the learning.
- Teachers are mindful of the need to reinforce the main learning points at the end of each lesson. Teachers use group teaching in KG to introduce new learning and then start children on independent work to practice and reinforce learned knowledge and skills. All teachers purposefully plan the activities in their lessons with the intended learning outcomes for the whole class. This is not personalised enough to meet the individual needs of students.
- Critical thinking is a strong feature of both mathematics and science lessons in Cycles 2 and 3. In other subjects and in KG teachers do not foster the development of students' critical thinking and problem-solving skills sufficiently.

Assessment	Good	Good	Good	Good
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- Internal assessment data is analysed by the school to track students' progress. Teachers use the data together with their own observations and personal knowledge of each student to inform lesson planning and teaching. Attainment and progress in lessons is tracked by teachers. The information is meant to be used to provide learning support in lessons for all learners and low achievers in particular. A small number of students in each class facilitates this practice, yet it is not fully successful. Extra support classes are timetabled for students who need them.
- Students took part in IBT and TIMSS international benchmarking assessments for the first time in 2024 and 2023 respectively. Almost all students required assistance. The school has not yet

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used this recent data to align lesson objectives to international expectations. High achievers benefit from some planned extra challenge, yet this is not widespread. Enrichment classes are provided for the most able particularly during mental mathematics and the coding class.

- All schoolwork and homework are corrected diligently. Most teachers provide feedback orally or by signing to students. Peer assessment and self-evaluation is a feature of a minority of lessons.

Areas of Strength:

- Teachers' secure knowledge of their subject and how their students learn.
- Teachers' interactions with students to promote their engagement.

Areas for Improvement:

- Teachers' effective use of individual targets for students as the basis for lesson planning.
- Increased level of challenge for the more able across the school.
- Teachers' development of students' critical thinking and problem-solving skills across all subjects and cycles.

PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good.

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good

- The curriculum design and implementation are good overall across all cycles. It is fully compliant with the MoE curriculum and guidelines. It is broad and balanced, with an emphasis on students' knowledge and skill development. Students' access to the curriculum is enabled through the effective use of sign language instruction and the teaching which supports learning with visual prompts.
- Students in Grade 9 have the option of studying at an advanced or general level. Grade 10 students have a choice of subjects. They can choose any two sciences from biology, chemistry and physics. They can also choose art or ICT and study health science. The school cooperates with the students and their parents to help their decision making. It remains flexible and



students are supported if there is a change of mind. Teachers purposely plan cross-curricular links to support students in transferring their learning between subjects. Students make their own links when they combine their art, mathematics and science skills when they complete independent projects.

- Regular reviews ensure continuous curriculum development. The curriculum is underpinned with a range of audiology specific interventions including music therapy, auditory training and speech and language therapy. These promote the development of each student's communication skills and enable students' full participation in curriculum activities.

Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none"> • The school has worked collaboratively to modify the curriculum to address the very specific needs of the student population. Teachers are aware of the variety of students' communication abilities and learning needs when planning the curriculum. They also consider those who have additional special needs and those who are high and low achievers. Most lessons feature differentiated activities or work sheets although these are not always effective. Students are also supported when they opt to study at the general or advanced level and make subject choices. • The curriculum is enriched through assemblies, school celebrations and events that foster students' creativity and leadership skills. Extra-curricular activities for students include sports for example, volleyball, Taekwondo and football as well as educational trips to places in Sharjah such as the Astronomy Academy, the Science Museum and the Safari Park. Students volunteer to collect supplies for the people of Gaza. Students' innovation and enterprise skills are not consistently well-developed during lessons. • Links with Emirati culture and UAE society are at the core of the MoE curriculum. Students across all cycles demonstrate a good understanding and appreciation of the heritage of the UAE. This includes Emirati traditions, culture and the values that influenced UAE society. 				
Areas of Strength:				
<ul style="list-style-type: none"> • Modifications to the curriculum to meet the needs of students who are deaf. • Curriculum enrichment through the range of extra-curricular activities. 				
Areas for Improvement:				
<ul style="list-style-type: none"> • Curriculum modifications to ensure individualised work and activities for students across all lessons. • Innovation and enterprise opportunities for students during lessons across the school. 				

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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	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The school has comprehensive safeguarding policies and procedures, including child protection, behaviour, and health and safety which are available to staff, parents, and other stakeholders. Staff have attended relevant training in safeguarding and parents know about the safe use of internet and social media to protect their children. Students are fully aware of how bullying can have a negative impact on individuals and families as they discuss this in assemblies on a regular basis. Health and safety teams undertake regular checks on the premises and resources, including fire evacuation to keep students safe and secure. Supervision of students in the school and on the school's, transport is highly effective.The premises is hygienic and very well maintained. Records for welfare, health and safety, accidents and incidents are well documented, including subsequent actions. Students' medical files and medicines are stored securely in locked cabinets. The school promotes inclusive practice through available ramps and suitable toilet facilities.The school promotes safe and healthy lifestyles and students have a range of opportunities to engage in physical activities such as sports competitions and extra-curricular activities. Children in KG are agile on the playing area and enjoy physical movements. Through the healthy food day, students learn about the importance of healthy eating.				
Care and support	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Relationships between staff and students are cordial and very positive. Teachers share the school's code of conduct and behaviour rules with students and their parents so that everyone is aware of what is expected. Teachers deal with undesirable behaviour in a calm manner.				



- Procedures to promote attendance and punctuality are very effective; and the school counsellor encourage parents to bring their children to school on time. The school has sustained a good rate of attendance and improved students' punctuality.
- The school has a psychologist although it does not have a special educational needs expert teacher. The psychologist implements preliminary assessments prior to students' admission. Students are referred for external assessments when needed. The psychologist creates individual educational plans (IEP) in partnerships with teachers and parents. The IEPs are more focused on therapies needed rather than setting academic targets for individuals across subjects. Less able students receive remedial pull-out sessions particularly in Arabic. Systems to identify students who are G&T are in place and are informal. Students are identified through teachers' referral and parental input. G&T students have access to extra-curricular activities such as mental mathematics, chess, sports, and technology to meet their interests. The level of challenge provided for them in lessons is less consistent.
- School staff provide good personal and academic guidance to all students. Transition arrangements are well established, helping students to become familiar with their new teachers before the beginning of the academic year. Transition arrangements to inclusive settings and universities are effective.
- The school provides effective academic support for older students, including choices of universities and career pathways to help prepare students for their future. Therapists provide support for students in an inclusive setting to ensure a smooth transition. Parents are consistently well informed.

Areas of Strength:

- Systems and procedures to ensure students' welfare, health and safety.
- The positive relationships across the school and the effective systems for managing behaviour.

Areas for Improvement:

- The inclusion of academic individualised targets in all students' IEP.
- The level of challenge provided for those students who are G&T during lessons.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- The highly dedicated senior leadership team set a clear direction and promote a vision that is shared by the whole school community. There is a clear commitment to UAE's priorities particularly inclusion. Senior leaders ensure that all staff and students feel included and have a sense of belonging including medical students training in the school. The principal has recently employed three graduate students to positions including sign language and art teachers and a self-care specialist in KG. Senior leaders' clear understanding of the individual needs of students have resulted in creating a caring ethos where every student feels safe, happy and valued.
- Relationships are positive and professional and morale is high. Senior leaders have identified the necessity for the expansion of the sign language dictionary to incorporate the Emirati vocabulary and dialect as a key area for improvement to support students extended communication skills; consequently, students are innovatively creating new signs for the whole school community to use and benefit from. Senior leaders plan to share their sign language dictionary with local schools in the community. Senior leaders demonstrate a good capacity to improve the school. Instability in middle leadership has had an impact on the quality of teaching and learning across the school including students' outcomes. Senior leaders ensure that the school is compliant with statutory requirements.

Self-evaluation and improvement planning

Good

- All staff actively participate in the self-evaluation process, resulting in their all having a secure understanding of the school's strengths and improvement areas. Self-evaluation considers valid sources of evidence, including internal data, parental input, teachers' feedback and lesson observations. Judgements generally align with the inspection framework. The school improvement plan pinpoints areas for improvement and outlines targets, suitable strategies, success criteria, and responsible parties, although success criteria are insufficiently focused on students' outcomes. Systematic monitoring and subsequent support for teaching and assessment has resulted in some improvements particularly in students' attainment in Islamic education in Cycle 3. The school has introduced more critical thinking opportunities across



subjects. They have not yet addressed the insufficient opportunities for challenge and innovation in lessons.

Partnerships with parents and the community

Very Good

- The school has a parents' council that actively organises various events such as the Week of the Deaf. Parents visit schools in the community to reflect on their experiences and provide awareness and support for other parents and students. Parents' involvement makes a very positive contribution to raising students' standards particularly students' wellbeing and personal development. The school's communication with parents is strong. Weekly updates are communicated various online communication applications and face-to face meetings. Termly parent and teacher meetings enable teachers to share feedback and encourage parents to participate in their child's target setting. Parents value the access to a web-based system through which they can effectively review their child's academic progress at any time. Reports clearly communicate all aspects of students' achievements including students' physical, emotional, wellbeing and social growth. Parents whose children transitioned to inclusive settings or universities receive monthly progress updates about their children.
- Parents are very supportive of the school and know that their children are well cared for. Parents participate regularly in school activities, events and celebrations such as the used books exhibition and the awareness session about symptoms of abuse in children with disabilities. Students and their families regularly contribute to charitable events such as visiting sick people in hospitals and donating warm clothes for winter. Senior leaders are currently establishing international partnerships through collaborating with Kentucky school for the deaf in America to share best practices. The school have partnered with five schools in Sharjah to coordinate volleyball and taekwondo competitions for students which have a positive impact on students' personal development and wellbeing.

Governance

Very Good

- The governing board has a direct impact and a positive influence on the school's overall performance. It includes the school's owner and members highly experienced in education including a KG specialist, an audiologist, a speech and language therapist and an inclusion specialist. The board has representation from parents and students although not yet teachers. Through regular meetings, governors check on students' wellbeing and ensure teachers have the technology they need to support students' learning. Governors support parents through regular meetings for support and advice. The board has plans for a new premises aiming at providing a more inclusive experience to all students. The board knows



the school well, monitors the school effectively through termly visits and is aware of their next steps to improve the school.

Management, staffing, facilities and resources

Very Good

- The day-to-day management of the school is effective. Senior leaders ensure a very safe and secure learning environment. The learning environment and resources across the curriculum contribute effectively to student's progress particularly those used for speech and language pathology, rhythmic movement classes, and acoustic training. Students have access to electronic resources to support their own learning including an e-library. Qualified staff benefit from regular training to extend their range of skills particularly in sign language communication. Teachers now integrate critical thinking questions and plan activities for the more able and less able. Teachers' skills in providing effective personalised instruction across subjects and cycles remain less secure. The school lacks a qualified and experienced special educator who can effectively use students' psychoeducational assessments to write accurate IEPs and rigorously monitor students' progress towards achieving academic IEP targets.

Areas of Strength:

- Senior leaders' success in establishing a positive and supportive learning culture.
- The board of governors' commitment to improving the school.
- Partnerships with parents.

Areas for Improvement:

- A professional development programme that enhances teachers' skills in providing effective personalised instruction and increased challenge for the more able.
- The monitoring of teaching and learning that focuses on students' achievement.
- The appointment of a qualified educationalist to accurately write students' IEPs and monitor students' progress against their targets and improved academic learning outcomes.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 2 Arabic teachers in KG and 5 across Cycles 1, 2 and 3. The ratio of teachers to children is 2:1 in KG and 1:12 in Cycles 1, 2 and 3.
- There is no library in the school, so the school has three mobile libraries which are taken to lessons as needed and from which students can borrow books. There are 90 fiction books in KG, 160 in Cycle 1 and 150 in Cycles 2 and 3 of which 40% are non-fiction and 60% fiction books. Students also have access to and can borrow books from the library sited within the campus of schools.
- In lessons, students in Cycles 1 and 2 have access to on line reading platforms. Cycle 3 students have access to an extensive e-library that include 300 stories in sign language. Cycle 1 students read every week with a partner from Cycles 2 and 3, learning how to use their signing skills to support their reading comprehension.
- Extra-curricular activities to support reading include The Eighth Arab Reading Challenge. Students also participate in the International Arabic Calligraphy conference. Parents read with their children at home, recording a video while reading stories together and uploading it on the portal for teachers to see.

The school's use of external benchmarking data

- The school has started to benchmark students' attainment to external examinations. All students in Grades 3 to 8 participated in the IBT 2024 examination in mathematics, science, and English. Grade 4 students participated in TIMSS 2023. Students have taken the 2025 TALA and 2024 Mubakkir examinations.
- Teachers have undertaken the SPEA training to help them prepare students for TIMMS. Teachers have structured plans for examination preparation, and they incorporate questions from these assessments into their lessons and design activities to develop the necessary skills so that students succeed in the examinations. All students are supported by their teachers during the examinations.
- The school shares test results with students and their parents through various online communication applications and regular online meetings. Examination brochures raise parents' awareness about the importance of international examinations.

Provision for KG

- There are 5 teachers in the KG and one teaching assistant supported by 2 speech and language therapists and a psychologist. The ratio of teachers to children is 2:1.
- The indoor environment comprises of two small rooms, a dining hall, a PE room, an art room, a physical therapy room and a self-care room where children learn social etiquette. A suitable

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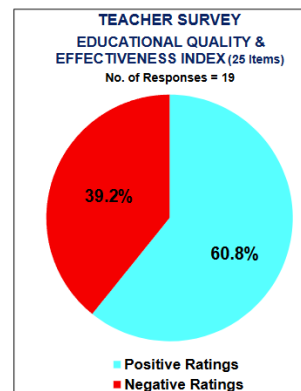
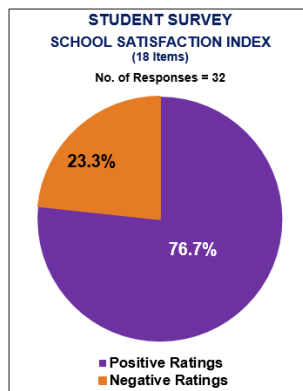
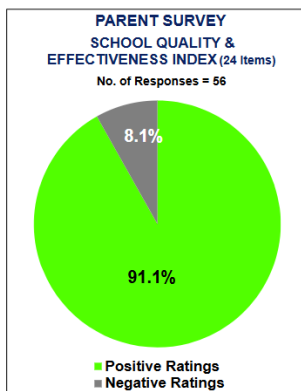


range of resources are accessible when children choose where they want to learn. There is a good number of books in Arabic and few English books. Displays are mostly posters in language and mathematics both in Arabic and English. There are few examples of children's drawings displayed. A strong element is music therapy to help children learn through body language as well as through conventional learning activities for physical and creative skills.

- The outdoor environment has a shaded area for snacks and for outdoor investigations in science and art. The roadway includes traffic lights and crossing points for children to learn about road safety. The area with large apparatus includes swings, and apparatus to develop climbing skills.
- Parents attend an orientation session to build relationships with staff. They receive weekly reports about their children's progress in personal and academic development. There are meetings and activities for children and parents to get to know Grade 1 before children leave KG. Parents attend speech therapy sessions and orientation sessions with the psychologist to learn more about how to better support their children at home. Parents receive sign language training and governors meet parents on regular basis to have insight about their views and challenges. The school prepares children in the KG for partial or total inclusion in Grade 1. The school psychologist and speech therapist follow-up the children when they transfer to Grade 1 to ensure their wellbeing and smooth transition. Progress reports are shared with parents.



VIEWS OF STAKEHOLDERS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' attainment to a consistently good or better level across all subjects and cycles by:
 - engaging students in active learning from the start of the lesson across all subjects.
 - raising expectations of what students can achieve and do across all subjects.
 - providing students with regular opportunities to develop their scientific investigation and practical skills in science, particularly in the younger school.
 - providing consistent opportunities across all lessons for students to develop their collaboration skills.
 - planning regular opportunities for students to develop their enterprise, innovation, problem-solving, inquiry, and independent learning skills in lessons across all subjects and grades.
 - ensuring that teachers consistently provide appropriately differentiated work to effectively support the lower-attaining students and challenge the higher-attaining students in lessons across all subjects and grades.
 - ensuring that students' IEPs include individualised targets including academic targets.
- Improve the use of assessment data by:
 - ensuring teachers effectively match activities to students' needs and their IEP targets.
 - ensuring that continuous assessment data is used effectively to monitor and track students' individual progress against IEP targets.

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- sharing specific success criteria and rubrics with students to support deeper and more comprehensive self and peer assessment to help students independently identify their strengths and next steps.
 - identifying those aspects of the curriculum where greater challenge can be provided and implementing this consistently in the classroom.
- Improve leadership particularly the middle leadership to raise school effectiveness to a very good level by:
 - developing monitoring of teaching and learning processes and tools to focus on the impact of teaching on students' outcomes.
 - holding the middle leadership team accountable for raising students' attainment and progress.
 - continuing to enhance the teachers' professional development plan focusing on best practices in teaching the hearing-impaired and analyses of assessment data to drive instruction.
 - employing a full-time qualified special educator to ensure IEPs are accurately written and well matched to students' needs.

In addition to considering the full content of this report and identifying actions required to bring about improvement, the school should build 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.