



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Al Dhaid Private School

26-29 January 2026

Overall Effectiveness

Good



إتقان ITQAN



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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	105
	School location	Al Dhaid, Sharjah
	Establishment date	01/09/2000
	Language of instruction	Arabic
	School curriculum	Ministry of Education (MoE)
	Accreditation body	MoE
	Examination Board	MoE
	External assessments International and Curriculum Benchmark Assessments	IBT, PISA, TIMSS, PIRLS, Talaa'
	Fee range	AED 4,000 – AED 16,000
Staff 	Principal	Esam Ghanem Gamal
	Chair of Board of Governors	Badrieh Al Danhani
	Total number of teachers	65
	Total number of teaching assistants	-
	Turnover rate	30%
Students 	Teacher: student ratio	1:19
	Total number of students	1217
	Total number of students per cycle/phase	KG: 161 Cycle/Phase 1: 445 Cycle/Phase 2: 342 Cycle/Phase 3: 269
	Pre-KG: number and gender	Boys: 0 Girls: 0
	KG: number and gender	Boys: 92 Girls: 69
	Primary: number and gender	Boys: 230 Girls: 215
	Middle: number and gender	Boys: 189 Girls: 153
	High: number and gender	Boys: 148 Girls: 121
	Total number of Emirati students	71
	Pre-KG: Emirati number and gender	Boys: 0 Girls: 0
	KG: Emirati number and gender	Boys: 3 Girls: 2
	Primary: Emirati number and gender	Boys: 7 Girls: 7
	Middle: Emirati number and gender	Boys: 24 Girls: 8
	High: Emirati number and gender	Boys: 11 Girls: 9
	Nationality groups	1.Egyptian 2.Syrian
	Total number of students with special educational needs	0



PROGRESS JOURNEY

Previous Review: (2023-24)	Current Review:
GOOD	GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 165 lesson observations, of which 71 were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good, maintaining the judgement from the previous review visit in February 2024. Since the last review, students' achievement has improved in social studies in cycle 1, while achievement across other subjects and cycles has remained broadly stable. Attainment overall has not yet shown sufficient improvement, reflecting variability between internal assessment outcomes and what is seen consistently in lessons, particularly in KG and cycle 1. Students' personal and social development remains good. They demonstrate positive behaviour, respectful relationships, and a secure understanding of UAE culture and heritage. Attendance remains stable at 94%. However, students' innovation, critical thinking, and independent learning skills are not yet consistently embedded across subjects and phases. Teaching and assessment are good overall, but inconsistent challenge and variable use of assessment information, especially in KG and cycle 1, limit stronger impact on progress for all groups of students. Curriculum provision remains good, with more effective review and adaptation evident in cycle 3 than in earlier phases. Arrangements for health, safety, safeguarding, care, and support are secure and effective. Leadership and management maintain good, with leaders demonstrating clear commitment to UAE national priorities and sustaining school standards despite a high level of teacher turnover (around 30%). Leadership is competent and stable, but its impact is not yet consistently translating into accelerated improvement across all phases.

KEY AREAS OF STRENGTH:

- Students' positive behaviour, respectful relationships, and understanding of UAE culture and heritage.
- Secure health, safety, safeguarding, and child protection arrangements.
- Curriculum review and adaptation in cycle 3 that supports examination readiness.
- Committed leadership that sustains standards and aligns the school's direction with national priorities.

KEY AREAS FOR IMPROVEMENT:

- Levels of Attainment across all core subjects and cycles, by means of sharper assessment, stronger differentiation, and more consistent learning behaviours.



- Precise use of assessment information to accelerate progress for high-attainers and students requiring additional support, particularly in KG and cycle 1.
- Impact of leadership, including by sharpening self-evaluation, monitoring teaching quality more rigorously, and ensuring CPD leads to measurable improvements in classroom practice.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

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



Islamic Education	- Students' achievement in Islamic Education is good overall. The school's internal data shows that students make outstanding progress in KG and very good progress across the three cycles. This does not fully match with that seen in lessons and in students work, where the majority of students make progress which is above curriculum expectations in KG and across all cycles. - The school's internal data shows that attainment is very good across KG and across all cycles. This does not match with that seen in lessons and in students' work, where the most students reach levels of attainment which are in line with curriculum standards. Students' attainment in MoE Grade 12 examination is good. - The majority of children in KG and students across cycles 1, 2, and 3 demonstrate secure knowledge of Seerah, Life of the Prophet Muhammad (PBUH), Islamic values, principles, faith, law, and etiquette. In KG, children show clear awareness that all living things are created by Allah (SWT) and demonstrate a developing understanding that Allah (SWT) cares for His creation. In cycle 1, students understand key Islamic obligations and rulings, though explanations of how these are applied in real-life contexts are less developed. In cycles 2 and 3, students demonstrate a sound understanding of Seerah and the importance of Islamic law and etiquette in daily life. This understanding is largely drawn from prescribed textbooks, with limited evidence of learning that extends beyond them. Across the school, students value and appreciate Islamic principles. - The majority of groups of students make above expected progress overall. High-attainers students do not make the sufficient progress they are capable to.	
	Areas of Strength	Areas for Improvement
	- Students across the school demonstrate secure understanding and appreciation of Islamic values and principles. - Children in KG show secure awareness that Allah (SWT) is the creator of all living things. - Students understanding the important of following the Islamic law and etiquette, particularly in cycles 2 and 3.	- Strengthen students' understanding and application of Islamic obligations and rulings to real-life situations. - Extending students' understanding of Seerah beyond the prescribed textbook.



Arabic Language	- Students' achievement in Arabic FL is good overall. The school's internal data show that students make very good progress in KG, very good in cycles 1, 2, and good in Cycle 3. This does not fully match with that seen in lessons and in students' work for KG, and cycles 1 and 2, where the majority of students make progress above curriculum expectations across all cycles. - The school's internal data shows that attainment is outstanding in KG and very good in cycles 1 and 2 and good in Cycle 3. This does not match with that seen in lessons and in students' work, where most students reach levels of attainment which are in line with curriculum standards. In the Talaa' exams, the performance of students is very good in Cycle 1, acceptable in cycles 2 and 3. Students' attainment in the MoE Grade 12 examination is acceptable. - The majority of children in KG and students across cycles 1, 2, and 3 demonstrate secure language knowledge, skills, and understanding. In KG, students recognise letters in different positions within words and respond accurately to oral questions. In cycle 1, students analyse narrative texts and communicate their learning using connected sentences, though fluency in speaking and reading remains less secure for low-attaining students. In cycles 2 and 3, students demonstrate increasingly strong reading competencies. By cycle 3, students analyse extended texts across a range of genres and articulate ideas using well-structured sentences. Extended writing skills, particularly sustained and independent writing, are not yet consistently developed across cycles. - The majority of groups of students make above expected progress overall. A few low-attaining students do not make sufficient progress.	
	Areas of Strength	Areas for Improvement
	- Secure letter–sound recognition skills in KG. - Strong reading competencies across cycles. - Effective use of connected sentences by students in cycles 2 and 3 to express ideas	- Students' extended writing skills across all cycles. - Improved fluency in reading and speaking in cycle 1 to support the engagement and progress of low-attaining students.



Social Studies	- Students' achievement in social studies is good overall. The school's internal data shows that students make outstanding progress in KG and very good progress in cycles 1, 2 and 3. This is not fully reflected in lessons and in students' work, where the majority of students make progress that is above curriculum expectations across all cycles. - Internal data indicate outstanding attainment in KG and across cycles 1, 2, and 3. In lessons and students' work, most students in KG and cycles 1, 2, and 3 attain above curriculum standards. Students' attainment in the Ministry of Education Grade 12 examination is very good. - The majority of students in KG and cycles 1, 2, and 3 demonstrate good knowledge of UAE society, history, and the national economy at levels above curriculum standards. In KG, children recognise key UAE historical stories, figures, and places. In cycle 1, students explain concepts related to animal wealth, agriculture, and pollution, though their map-reading and analytical skills are less secure. In cycle 2, students describe UAE transportation and communication networks and identify key milestones such as the UAE's Hope Probe space journey. The links between economic development and sustainability are less consistently explored. In cycle 3, students identify ancient settlements and features of the Hili archaeological site; evaluative understanding of the importance of heritage preservation remains less well developed. - The majority of groups of students make above expected progress overall. Some students with additional learning needs do not make sufficient progress.	
	Areas of Strength	Areas for Improvement
	- Students' well-developed knowledge of UAE agricultural and animal wealth in cycle 1. - Students' clear understanding of UAE communication and transportation networks in cycle 2. - Students' strong awareness of ancient settlements and historical features of Hili in cycle 3.	- Students' map reading and geographical skills in cycle 1. - Students' analytical links between sustainability and economic growth in cycle 2



English	- Students' achievement in English is acceptable overall. Internal assessment data indicate outstanding progress in KG and across cycles 1, 2, and 3. This is not fully reflected in lesson observations and students' work, where most students make progress that is broadly in line with curriculum expectations rather than at the higher levels suggested by internal data. - Internal data indicate outstanding attainment in KG and across cycles 1, 2, and 3. In lessons and students' work, most students attain in line with curriculum standards. Outcomes in IBT assessments show very good attainment in Cycle 1 and acceptable attainment in cycles 2 and 3. Students' attainment in the Ministry of Education Grade 12 examination is good. - Most children in KG and students across cycles 1, 2, and 3 demonstrate acceptable language knowledge, skills, and understanding that meet curriculum standards. In KG, most children recognise letter sounds and can blend sounds to read simple words. However, the accuracy of pronunciation remains less developed. In cycle 1, students comprehend short texts and retrieve basic information, such as names of family members. In cycle 2, students discuss familiar topics, express opinions, and write simple sentences about their feelings. In cycle 3, students are introduced to persuasive writing. In Grades 11 and 12, students discuss globalisation and food supplies and write balanced arguments. Across all cycles, students' ability to produce age-appropriate extended texts, as well as reading fluency and accuracy, remains variable. - Most groups of students make acceptable progress. High-attaining and gifted and talented students do not consistently make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	- Students' comprehension skills in cycles 2 and 3. - Students use of vocabulary in discussions and oral responses.	- Students' ability to produce age-appropriate extended texts based on their own ideas and interests. - Students' reading fluency and accuracy across all cycles. - Students' accuracy of pronunciation in KG.



Mathematics	- Students' achievement in mathematics is good overall. The school's internal data shows that students make very good progress in KG, and cycles 1 and 2 and good in cycle 3. This does not fully match with that seen in lessons and in students work, where the majority of students make progress which is above curriculum expectations across all cycles. - The school's internal data shows that attainment is very good across KG and cycles 1 and 2 while good in cycle 3. This does not match with that seen in lessons and in students' work, where the most students reach levels of attainment which are in line with curriculum standards. In the IBT exams the performance of students in Grade 4 is good, cycle 2 is acceptable and Grade 9 is very good. Students' attainment in MoE Grade 12 examination is acceptable. - The majority of children in KG and students across cycles 1, 2, and 3 demonstrate appropriate mathematical knowledge, skills, and understanding. In KG, students recognise two-dimensional shapes and carry out simple calculations using numbers from 1 to 25. In cycle 1, students develop understanding of shapes, basic measurement, number, and fundamental operations, though problem-solving approaches are not always consistent. In cycles 2 and 3, students extend their learning to statistics, data analysis, and geometry. By cycle 3, students apply basic calculus concepts, including simple differentiation and integration. Across cycles 2 and 3, mathematical reasoning, the application of generalisations to complex problems, and the use of mathematics in real-life contexts remain less well developed. - The majority of groups of students make above expected progress overall. Some students with additional learning needs do not make sufficient progress.	
	Areas of Strength	Areas for Improvement
	- Students' development of numeracy skills in KG. - Students' growing competence in data handling and analysis. - Students' ability to solve routine mathematical problems.	- Students' mathematical reasoning and application of generalisations when solving complex problems across cycles 2 and 3. - Students' understanding of, and ability to apply, mathematics in real-life contexts across cycles 2 and 3



Science	- Students' achievement in science is acceptable overall. Internal assessment data indicate good progress in KG and across all cycles. This is not fully reflected in lesson observations and students' work, where most children in KG and students in cycle 1 make progress in line with curriculum expectations, while the majority of students in cycles 2 and 3 make progress above expected levels. - Internal data indicates very good attainment in KG and across all cycles. In lessons and in students' work, most children and students attain in line with curriculum standards across all cycles. Outcomes in IBT assessments show good attainment in Grade 4, outstanding attainment in cycle 2, and very good attainment in Grade 9. Students' attainment in the Ministry of Education Grade 12 examination is good. - Most children in KG and students in cycle 1 demonstrate appropriate scientific knowledge, skills, and understanding. In KG, children name UAE animals, such as the camel and falcon, and describe movement using body parts. In cycle 1, students give accurate everyday examples of mixtures and solutions and classify them correctly, though practical skills and independent exploration are less well developed. In cycle 2, students explain sound waves as mechanical and accurately model compressions and rarefactions. In cycle 3, students apply pH concepts to classify solutions as acidic or alkaline and use PhET simulations to explore the impact of increasing voltage on charge. Across Cycles 2 and 3, application of learning through innovation projects and real-life contexts remains limited. - The majority of groups of students make acceptable progress in KG and cycle 1 while they make good progress in cycles 2 and 3.	
	Areas of Strength	Areas for Improvement
	- Students' foundational knowledge and understanding of scientific concepts across cycles. - Developing reasoning skills and effective use of PhET simulations in cycles 2 and 3.	- Students' inquiry skills across all cycles, including observation comparison, and drawing conclusions in KG and cycle 1. - Students' independent application of practical tasks in cycles 2 and 3. - Students' participation in service-learning and innovation projects that generate real-world outcomes.



Other subjects	- Students' achievement in other subjects is good overall. Internal assessment data indicate outstanding progress in physical education, art, and computing. This is not fully reflected in lesson observations and students' work, where the majority of students make better-than-expected progress rather than at the higher levels suggested by internal data. - Internal data indicate very good attainment in physical education, art, and computing. In lessons and students' work, the majority of students attain above curriculum standards. - The majority of children in KG and students across cycles 1, 2, and 3 demonstrate appropriate knowledge, skills, and understanding across the three subjects. In physical education, students understand key concepts and rules and apply movement skills effectively during activities, such as using correct chest passes in basketball. In art, students develop drawing skills; for example, students in cycle 2 apply understanding of brightness and shadow in their work, while the use of subject-specific artistic vocabulary remains less consistent. In computing, students across cycles develop digital skills. By cycle 3, students use programming codes and create simple databases within webpages to retrieve information, though confidence in extending designs beyond prescribed tasks is limited. - The majority of groups of students make above-expected progress overall	
	Areas of Strengths	Areas for Improvement
	- Students' secure understanding of physical education concepts and rules. - Students' developing drawing skills across cycles. - Students' growing competence in computing skills, particularly in cycle 3.	- Students' consistent use of subject-specific drawing vocabulary in art - Students' confidence in extending computing designs beyond prescribed tasks.



Learning Skills	- Students' learning skills are good overall. Most children and students demonstrate positive attitudes to learning across all cycles and show increasing responsibility for their own learning, particularly in Social Studies lessons in cycle 1. In KG, children engage enthusiastically in stories, games, and play-based tasks and accurately observe and describe animals and body parts. In some lessons across subjects, reliance on teacher support remains evident. Students' awareness of their own strengths and areas for improvement is not yet consistent across subjects and grades. - Collaboration and communication skills are generally well developed across the school. In Islamic Education in cycle 3, for example, students engage confidently in discussions about the biography of the Prophet Muhammad's (PBUH) companions. In cycles 1 and 2, communication of learning is less consistent, with some students finding it difficult to express ideas clearly and independently. - Students make meaningful links between their learning and UAE culture. In KG, children talk confidently about animals that live in the UAE, such as falcons and camels. In art lessons, students illustrate aspects of UAE culture from the past and present. Links between learning, other subjects, and real-life contexts are less consistent across grades. - In cycle 3, students carry out basic research with close guidance from teachers. Limited access to IT devices restricts opportunities to develop research skills across the school, particularly in cycles 1 and 2. Across subjects and phases, students' critical thinking, enterprise, and innovation skills are developing but are not yet consistently embedded.	
	Areas of Strengths	Areas for Improvement
	- Students' positive attitudes towards learning in all cycles. - Students' collaboration and communication skills. - Students' ability to link their learning to UAE culture.	- Students' awareness of their own strengths and areas for improvements across subjects in all cycles. - Critical thinking, innovation, and problem-solving skills in all cycles.



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good
- Students' personal development is good across all cycles. Children and students demonstrate positive and responsible attitudes towards school and learning and respond well to guidance and feedback from teachers. Behaviour is generally good in lessons and assemblies. Students show increasing self-reliance and consistently demonstrate self-discipline and respect for established routines. Bullying incidents are rare and, when they occur, are addressed promptly. Relationships between students and teachers are respectful and trusting. - Students feel safe, supported, and valued, which contributes to their confidence and sense of belonging in school. Relationships between students are positive, with most showing consideration for others' needs. Students work cooperatively and collaborate effectively in both independent and group activities - Students demonstrate a sound understanding of healthy and safe lifestyles. They make informed food choices, follow hygiene routines, and recognise the importance of regular physical activity. Participation in sporting activities is strong, including handball and basketball during break times, Sports Day events, intra-school football competitions, and karate competitions for girls. - Students' attendance, at 94%, is good, and most students arrive at school and lessons on time.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
- Students demonstrate a clear understanding of Islamic values and their influence on life in the UAE. Morning assemblies regularly begin with recitation from The Holy Qur'an and The Noble Hadeeth, reinforcing values such as compassion, respect, and forgiveness. Students participate actively in in-house competitions and contribute positively to the wider community, for example through collaboration with Sharjah Municipality to clean the nearby mosque. - Students show strong knowledge and appreciation of UAE culture and heritage. All students attend San'aa lessons and regularly engage with the school-based cultural village, which provides meaningful opportunities to explore Emirati traditions. Participation in national events, including National Day and Flag Day, strengthens students' sense of national identity.				



Cultural understanding is further reinforced through lesson-embedded activities, supported by displays across classrooms and shared spaces that celebrate heritage and national leaders. Students demonstrate awareness and appreciation of their own cultures. Through cultural days, students represent different countries using traditional dress and food. While engagement is positive, understanding of cultures beyond those represented in the school community remains at a developing stage.				
Social responsibility and innovation skills	Good	Good	Good	Good
- Students are aware of their responsibilities in school and, to a developing extent, the wider community. They take on leadership and service roles, such as acting as student supervisors ('school captains') to support younger students. KG children participate in tree-planting activities with support from older students, and students contribute to organising events such as the Grade 12 graduation ceremony. Students also volunteer in school-led initiatives, including cleanliness campaigns and health awareness activities such as Pink Day. While participation is positive, opportunities for sustained volunteering beyond the school community are limited. - Students engage positively in learning activities and show creativity in structured contexts. They participate in STEM and art exhibitions, coding activities including AI labs and code battles, and school competitions. These activities promote engagement and creativity; however, students often rely on adult guidance and take limited initiative in leading innovation, enterprise, or entrepreneurial activities independently. - Students show care for their school environment and participate in sustainability initiatives, including campaigns promoting the rational use of water and electricity. These activities support awareness of environmental responsibility, though opportunities to extend this learning into student-led sustainability initiatives remain limited.				
Areas of Strength:				
- Students' positive and responsible attitudes to learning, reflected in good behaviour, self-discipline, and respect for school routines. - Students' respectful and trusting relationships with staff, which contribute to a safe, supportive, and orderly learning environment. - Students' clear understanding and respect for Islamic values and UAE heritage and culture, demonstrated through lessons, assemblies, and cultural activities.				
Areas for Improvement:				
- Broader and more sustained participation in volunteering and charitable activities, particularly beyond the school community. - More consistent opportunities for students to lead social initiatives and develop innovation and entrepreneurship skills.				



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
- The quality of teaching for effective learning is good overall across KG and all cycles. Most teachers demonstrate secure subject knowledge and an understanding of how students learn. Teaching is strongest where lessons are well structured, interactive, and encourage student participation. In KG, engaging approaches such as storytelling, games, props, and UAE-linked contexts support students' involvement. In Cycles 2, 3 and 4, teachers plan effectively for group work and use digital tools to sustain engagement. In the strongest lessons, students take an active role in leading their learning. Teaching is less consistent in science in KG and Cycle 1, and in English across all cycles. - Teachers use a range of questioning strategies to check understanding and extend thinking. While questioning often promotes participation, it does not consistently provide sufficient challenge, particularly for higher-attaining students. - Teachers plan differentiated activities, especially during group work. The impact of differentiation is variable, particularly in English and science in the lower cycles, where activities do not always meet the needs of all learners. - Opportunities to develop critical thinking, problem-solving, and independent learning are evident but not yet embedded across subjects. The use of ICT to support higher-order thinking and research skills remains underdeveloped.				
Assessment	Good	Good	Good	Good
- Assessment is good across all phases. Internal assessment processes are coherent, consistent, and securely aligned to curriculum standards. Diagnostic assessments at the start of the academic year identify students' starting points and are used to track progress over time. To benchmark students' outcomes against national and international standards and support UAE priorities, the school uses IBT (Grades 3–9), TIMSS (2023), and PISA (2024). The school also administers MoE Grade 12 examinations across core subjects and Talaa' assessments in Grades 3, 5, 7, and 9. - Assessment information is analysed with some depth and provides useful insights into students' learning needs. In most lessons, teachers use assessment data to adjust planning and support the learning of most students and groups. However, the rigour and consistency of assessment practices, including systematic recording and analysis of data, are not yet fully embedded across the school.				



- Teachers demonstrate good knowledge of students' strengths and areas for development and provide appropriate support to promote progress. Challenge for high-achieving students is not always sufficient. Opportunities for students to engage in effective self- and peer-assessment, including the use of clear success criteria and rubrics, are emerging but not yet consistently applied.

Areas of Strength:

- Teachers' purposeful lesson planning and effective use of teaching learning strategies.
- Teachers' use of questioning to engage students.
- The school's implementation of coherent and consistent assessment processes.

Areas for Improvement:

- Levels of challenge for different groups of students and opportunities for students to promote critical thinking, problem solving and innovation skills, particularly in KG and cycle 1.
- The consistency and rigour of assessment, including recording and analysis of assessment data, to identify different groups of students, monitor their progress and inform teaching.



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
- The overall quality of the curriculum is good across all cycles. The school follows the Ministry of Education curriculum and secures appropriate coverage through well-structured curriculum planning and coherent lesson distribution across phases. - The school offers the Advanced Track in Grades 9–12, which provides academic challenge for students following this pathway. However, the absence of alternative pathways or elective options limits curriculum flexibility and reduces opportunities to tailor learning to students' differing interests, abilities, and post-school aspirations. - Cross-curricular links are planned and evident in the majority of lessons. In stronger practice, teachers use real-life contexts and UAE-linked examples to deepen learning and support the meaningful application of knowledge and skills. - Annual curriculum reviews are established and contribute to updating curriculum content, teaching approaches, and processes. These reviews draw on diagnostic starting-point information and external assessment data. However, their impact on securing consistently strong monitoring of students' progress and sustained improvement in learning remains variable.				
Curriculum adaptation	Good	Good	Good	Good
- The school adapts the curriculum to meet the needs of most students, particularly in Cycle 3, where subject summaries, such as in Waves, support students' preparation for examinations. Remedial and enrichment plans are implemented to address learning gaps for the majority of students, alongside activities such as "the skilled Holy Qur'an hafz" and sports programmes that extend learning beyond lessons. The impact of these adaptations is stronger in examination classes than across earlier cycles. - Opportunities to promote enterprise, innovation, creativity, and social contribution are evident across the curriculum. However, these opportunities are not yet consistently planned or embedded across subjects and cycles, limiting their overall impact on students' skills development. - Planned learning experiences across the curriculum effectively promote students' understanding of UAE values, culture, and society. Initiatives such as "al sana" lessons in the school heritage village and the national identity programme, embedded through daily routines,				



assemblies, and national celebrations, contribute positively to students' sense of identity and belonging.

Areas of Strength:

- Secure compliance with MoE curriculum requirements.
- Targeted remedial and enrichment provision that helps close learning gaps for most students.
- Strong cross-curricular links, particularly to embed Islamic values and Emirati heritage.

Areas for Improvement:

- Limited curriculum pathways for older students, restricting their choice and personalisation.
- Inconsistent opportunities for enterprise, innovation, creativity, and social contributions across 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
- The protection, care, guidance, and support of students are good overall. Arrangements are well established and consistently implemented, contributing positively to students' safety, wellbeing, and confidence across all phases of the school. - Safeguarding procedures are effective and embedded in daily practice. Clear child protection and anti-bullying policies are in place, well communicated, and understood by staff, students, and parents. Staff take shared responsibility for safeguarding, and concerns are identified and addressed promptly, helping to maintain a secure and trusting school environment. - The school provides a safe, secure, and hygienic environment. Supervision arrangements during arrival, break times, dismissal, and on school transport are effective. Premises are regularly cleaned, maintained, and inspected, and records are kept securely. Ramps are available to support physical access where needed. Nevertheless, accessibility is not yet fully inclusive across all areas of the school. - The school promotes healthy lifestyles through planned curriculum lessons, awareness campaigns such as breast cancer initiatives, and events within the school calendar. Health education is reinforced through assemblies and targeted activities. Support for students with chronic medical conditions is well managed, including the provision of nursing support during educational visits to safeguard students' physical and emotional wellbeing. However, a minority of students continue to make less healthy food choices, indicating that the impact of guidance on daily habits is not yet fully consistent.				
Care and support	Good	Good	Good	Good
- Students and staff demonstrate a clear understanding of the school's behaviour policies. As a result, relationships between students, and between staff and students, are positive and respectful, contributing to a calm and orderly learning environment across the school. - Attendance and punctuality procedures are implemented consistently. Regular communication with parents supports good overall attendance levels and reinforces expectations around punctuality, although the impact on reducing lateness for a small number of students is variable. - The school has established inclusion and identification policies, supported by systematic procedures. A wide range of students, including high and low attainers and gifted and				



talented students in areas such as computing and sport, are identified. Identified students benefit from enrichment activities, curriculum modification, and targeted support, including the Arabic reading programme. However, the impact of these strategies on accelerating progress for all identified groups is not yet consistently evaluated.

- Students' wellbeing and personal development are monitored effectively by social workers, the academic counsellor, and nursing staff. Communication with parents is regular and informative. Careers guidance and post-school pathways are supported through structured guidance sessions and links with external institutions, including the University of Sharjah and military service registration.

Areas of Strength:

- Well-organised supervision around the school, at drop-offs and dismissal points ensuring all students are safe.
- Effective medical support arrangements, including nurse accompaniment for students with chronic conditions on educational visits.
- School's guidance to students about future careers, higher education, and military service.

Areas for Improvement:

- Strengthen identification processes to ensure all students with additional learning needs are identified at an early stage.
- Ensure consistent in-class support and appropriately tailored enrichment opportunities for students with additional learning needs.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good

- Leadership and management is good overall. The senior leadership team, comprised of the principal, assistant principal and 3 supervisors. They are supported by heads of subject coordinators. Leaders at all levels including the principal are fully committed to improving the school. They set a clear, strategic direction and ensure that their vision is shared and made clear by the whole school staff. The school promotes Emirati national priorities and moving towards improving inclusive culture in the school. Most leaders including middle leaders demonstrate secure knowledge of the curriculum and best practice in teaching and learning. They are effective in sustaining positive learning environment, although the school is consistently challenged with high turnover of teachers.
- Relationships and communication are consistently professional and effective. Morale is positive and staff demonstrate self-esteem in performing their duties. The school leadership has demonstrated ability to improve the school through advancing the school from acceptable to good. However, school can benefit from enhancing the middle leaders' capacity and resources; particularly the subject leaders. Leaders have improved some aspects of the school and ensure the school is fully meets all statutory requirements.
- The school self-evaluation is accurate and is used effectively to inform school improvement planning. Judgments are based on evidence and generally realistic. Leaders know the strengths and areas requiring improvement. Senior and middle leaders consistently monitor teaching and seek evidence of students' learning. However, feedback to teachers can be further strengthened to ensure effective and constructive feedback with respect to impact of teaching on students' learning and progress.
- The school improvement plan clearly identifies areas for improvement and linked to previous school review recommendations. It clearly outlines targets, strategies and responsible parties. However, success criteria are less focused on impact of the planned improvement activities on students' learning outcomes. The school has shown sustained levels of performance with limited improvement over time across various aspects.
- Parents are very supportive of the school, and they feel that their views are considered by school leadership. Parents council is active in engaging the school and students in community work relevant to environment and sustainability. Communication is consistent and effectively ensure that parents' voice is listened and considered by school leadership. Parents are kept

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well informed of their children's academic progress and personal development through regular reporting process. Parents recognised that school could benefit from expanded partnership with educational institutions and universities.

- The Head of the school governance holds regular meetings with the school leadership, teachers and parents, and engages consistently in delivering CPD to teachers. School governance has strong knowledge about the school; and parents' views are consistently considered. The governance supports the school in setting the school's vision and the strategic directions that is focused on improving achievement and promoting students' personal development. Governance regularly monitors the school's performance and holds senior leaders accountable based on outcomes. Governance has positive influence and impact on the performance of the SLT to ensure the school performance is stable against high level teachers' turnover. The impact of the school's work would benefit from increases in resources and strengthening the skills and effectiveness of middle leaders.
- The school's day-to-day operations run smoothly and well organised. There are effective organisational structures school routines clear delegation of responsibilities. The school is fully staffed. There are consistent staff development opportunities offered by school leadership. However, the school can benefit from strong professional development programme at the start of the school year to address the high turnover of teachers and ensure continuity of effective teaching. School leadership provides internal training sessions on weekly basis addressing specific teachers' training needs.
- The school premises are sufficient, with all necessary specialised facilities. The school's resources support effective curriculum delivery. However, the school would benefit from enhanced resources in digital technology and manipulatives for KG children that promote students' independent learning and research.

Areas of Strength:

- Commitment to the UAE national priorities and inclusion
- The school's day-to-day operations run smoothly with an efficient organizational structure.
- Active parents' counsel and engagement in school life.

Areas for Improvement:

- Empowering middle leaders through professional development and support, linked to improvements in resources.
- The monitoring of teaching, ensuring that this is focused on students' learning and progress.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The staffing provision for Arabic Language is 8 teaching staff. The ratio of teachers to students is 1:152.
- The total library provision of books is 1500. The number of Arabic fiction books is 1000, and the number of Arabic non-fiction books is 500.
- Reading across all grades and cycles is promoted through regular reading competitions inside and outside the school, like the Arabic Reading Challenge. Students with literary talents, such as poetry, are encouraged to write classical Arabic and Nabati poetry and compete in relevant competitions, like "The Knight of Poetry." Modified and adapted skill-based plans are implemented to enhance the reading skills of the low-attaining students. Bookshelves are in place in the KG and Cycle 1 classes.

The school's use of external benchmarking data

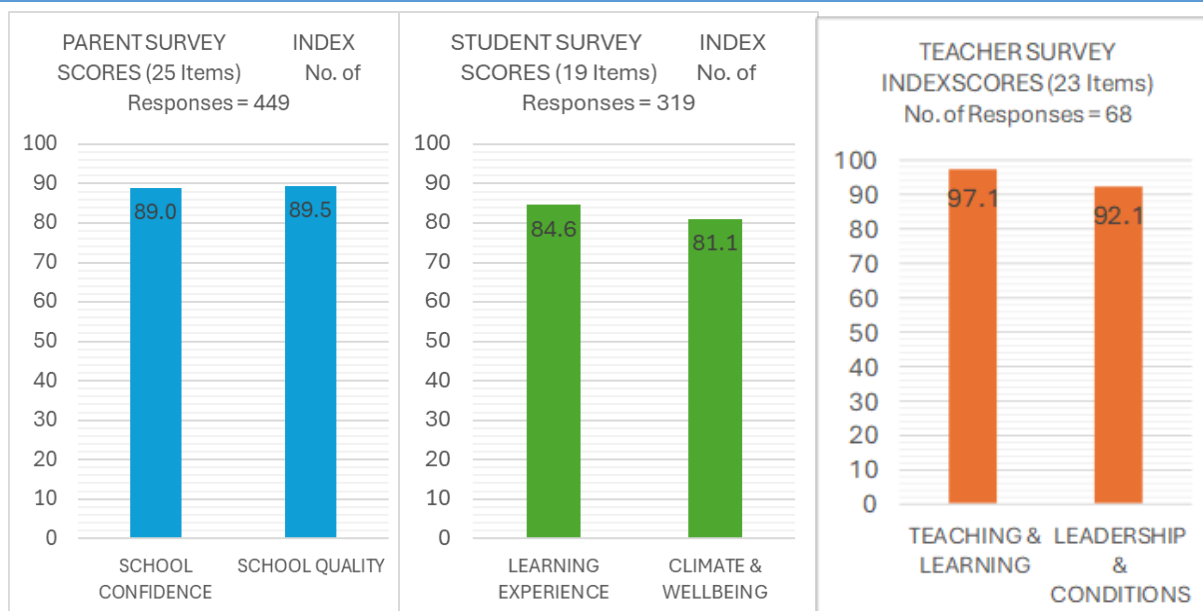
- The school fully complies with all external and standardized assessments required by SPEA. The school conducts the standardized test IBT for math, science and Arabic every year for all students in grades 3 to 9 as per SPEA requirements. The school participated in TIMSS (2023) and PISA (2024). School administered Tal'aa for all students in grades 3, 5, 7 and 9.
- The school has plans to prepare students for each exam. Teachers include questions replicating test items from different test in their planning and design activities to develop students' skills that are needed in different external assessment. School also adapts its internal assessment to support developing students' relevant skills.
- The school share information with parents about these exams and to raise their awareness about the importance of these exams. Teachers discuss the results with their students so that they can reflect on their progress and improve their performance in the international tests.

Provision for KG

- The staffing provision for KG for 161 students is 6 home room teachers and 2 teachers for English. There are no teacher assistants. The student teacher ratio is 1:20.
- The indoor learning environment provides adequate resources. Children use manipulatives, such as counters in mathematics lessons and playdough to support learning across subjects, alongside teacher-led technology, including projectors. School can benefit from enhanced manipulatives that allow children to learn by discover and play; and consequently, develop their independent learning.
- The outdoor environment includes a large, shaded area with a range of fixed equipment that engages children and supports physical development, balance, and gross motor skills. The space is also used to promote creativity and educational play.
- At the start of the academic year, KG children are welcomed through well-planned induction activities, including interactive play, drawing, and the use of familiar characters. These activities begin on the first day and continue throughout the first week, supporting a smooth transition into school. Transition from KG to Cycle 1 is supported through structured communication between KG and Grade 1 teachers, with information shared on students' strengths and areas for development. Parents are aware of their role in supporting children's readiness for Cycle 1.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise attainment and progress across all subjects and cycles, and strengthen classroom practice, by:
 - More precise lesson planning that consistently addresses the needs of high-attainers, students requiring additional support, and other identified groups.
 - Systematic identification of students' learning needs across all cycles.
 - Wider use of engaging resources, projects, and real-life applications to deepen learning.
 - Increased challenge for high attainers and targeted support for low attainers.
 - Planned opportunities to develop students' independence, critical thinking, innovation, and enterprise.
 - Stronger questioning strategies that promote extended responses and deeper thinking.
- Use assessment information more consistently to accelerate progress, particularly for high-attainers and students with additional learning needs, by:
 - Implementing a coherent whole-school approach to formative and summative assessment.
 - Accurate analysis of internal and external assessment data to identify all student groups.
 - Systematic tracking of progress over time to inform teaching and curriculum planning.
 - More effective use of assessment outcomes to shape teaching at lesson level.
- Strengthen the impact of leadership on teaching and learning, by:
 - Linking monitoring and evaluation more directly to students' learning outcomes
 - Using assessment data more systematically to evaluate impact over time
 - Strengthening middle leaders' capacity in monitoring, data analysis, and subject improvement planning
 - Ensuring leaders are equipped with time, training, and resources to sustain improvement.



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.