



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN  
Programme

# School Performance Review REPORT | (SPR)

AL AHLIAH PRIVATE SCHOOL LLC  
10 to 13 February 2025



إتقان ITQAN

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.

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

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

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



## SCHOOL INFORMATION

School	School ID	118
	School location	Al Yarmouk-Sharjah
	Establishment date	1982
	Language of instruction	Arabic
	School Curriculum	Ministry of Education (MoE)
	Accreditation body	-
	Examination Board	MoE
	External Assessments International and Curriculum Benchmark Assessments	Trends in International Mathematics and Science Study (TIMSS) International Benchmark Tests (IBT) Test of Arabic Language Arts (TALA) Mubakkir assessment Progress in International Reading Literacy Study (PIRLS)
	Fee Range	AED 4,300 to AED 6,800
Staff	Principal	Wisam Hamad
	Chair of board of governors	Raed Abdullah
	Total number of teachers	71
	Total number of teaching assistants	6
	Turnover rate	18%
Students	Teacher: student ratio	1: 18
	Total number of students	1, 271
	Total number of students per cycle	KG : 218 Cycle 1 : 880 Cycle 2 :173 Cycle 3 : N/A
	Pre-KG: number and gender	Boys: 0      Girls: 0
	KG: number and gender	Boys: 120      Girls: 98
	Cycle 1: number and gender	Boys: 469      Girls: 411
	Cycle 2: number and gender	Boys: 90      Girls: 83



	Cycle 3: number and gender	Boys: N/A	Girls: N/A
	Total number of Emirati students	3	
	Pre-KG: Emirati number and gender	Boys: 0	Girls: 0
	KG: Emirati number and gender	Boys: 0	Girls: 0
	Cycle 1: Emirati number and gender	Boys: 2	Girls: 1
	Cycle 2: Emirati number and gender	Boys: 0	Girls: 0
	Cycle 3: Emirati number and gender	Boys: N/A	Girls: N/A
	Nationality groups (largest first)	1. Syrian 2. Egyptian	



## PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
<b>ACCEPTABLE</b>	<b>GOOD</b>

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 139 lesson observations, 79 of which were carried out jointly with school leaders.

#### **SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:**

The school's overall effectiveness is good. This is an improvement since the previous review in January 2024, when the school was graded as acceptable. With the clear vision and strategic direction of the senior leaders, and the commitment of leadership at all levels, the school has secured good achievement in most subjects and cycles. Senior leaders support teachers and others and hold most of them accountable for students' performance. The impact of training on teachers' practice and improved quality of teaching and use of assessment are helping the majority of students to make good progress in most subjects. Students have positive attitudes to learning, behave well and demonstrate good understanding of Islamic values and UAE culture and heritage. The curriculum is broad and relevant, though not always sufficiently modified to meet the needs and abilities of all students. The learning environment is conducive to learning; and the protection, care and guidance of students is good overall. Governors are supportive of the school's work.

#### **KEY AREAS OF STRENGTH:**

- Students' improving achievement in most subjects.
- Students' attitudes to learning, improved attendance, and their understanding and appreciation of Islamic values and UAE culture and heritage.
- The attention the school gives to the protection, health, safety and wellbeing of students.
- Leaders' clear vision and improved school's effectiveness since the previous review.

#### **KEY AREAS FOR IMPROVEMENT:**

- Students' achievement to be raised to at least very good across the school in all subjects.
- Teachers' further development and use of assessment to help all students make the best rates of progress of which they are capable.
- The adaptation of the curriculum to meet the needs and abilities of all groups of students.
- The role of middle leaders in supporting teachers and the impact they have on raising students' achievement.





## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is good overall.**

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

**School Performance Review of Al Ahliya Private School LLC  
10th to 13th February 2025**



Islamic Education

- Students' achievement in Islamic education is good overall. The school's internal assessment data indicates outstanding progress across the school. In lessons and in their work, the majority of children and students make better than expected progress over time throughout the school.
- Internal assessment results indicate outstanding attainment in KG and in Cycles 1 and 2. This does not match with what is seen in lessons and in their work, where the majority of children and students attain above curriculum expectations. There is no external assessment data for this subject.
- In KG, children demonstrate an understanding of Surah Al-Feel and can recount its story and link it to Mecca. They understand that the Holy Qur'an is a holy book, and Muslims need to handle it with care. A minority of children are not able to memorise simple Surah independently. In Cycle 1, students demonstrate a clear understanding of the virtues of reciting the Holy Qur'an and its positive impact on individuals and society. They can talk about the Prophet Muhammad's (PBUH) early childhood and describe his characteristics, including respect for others and honesty. A few students have not developed their recitation skills, following Tajweed rules. Cycle 2 students can depict scenes from the Day of Judgment, interpret Surah An-Nazi'at and explain how a person is accountable for their own actions. Students can recite Surah correctly.
- Overall, different student groups, including boys and girls make similar rates of progress. High attaining students do not always make the progress of which they are capable.

**Areas of Strength**

- Students' understanding of Prophet Muhammad's (PBUH) early childhood in Cycle 1.
- Students' recitation skills, applying Tajweed rules in Cycle 2.

**Areas for Improvement**

- Children's ability to memorise simple Surah unaided in KG.
- Students' ability to recite Surah, applying Tajweed rules in Cycle 1.



Arabic	<ul style="list-style-type: none"> <li>Students' achievement in Arabic is good overall. The school's internal assessment data shows that students make outstanding progress across the school. This does not match with what is seen in lessons and in their work, where the majority of children and students make better than expected progress over time in KG, and in Cycles 1 and 2.</li> <li>The school's internal assessment data indicates outstanding attainment across the school. This does not match with what is seen in lessons and in their work, where the majority of children and students attain above curriculum standards. Mubakkir assessment results for KG and students in Grades 1 and 2 indicate that their attainment is well above the national expectations. TALA assessment results for students from Grades 3 to 5, show that attainment is above the national expectations.</li> <li>Students' listening and comprehension skills are real strengths across the school. In KG, children recognise letters that contain short and long sounds, determine their position within a word, and form simple sentences orally and in writing. A minority of children rely on adult support to write words and simple sentences. In Cycle 1, students identify the elements of the story, describe characters, analyse the problem, and propose suitable solutions. In Cycle 2, students develop good reading, comprehension and writing skills. They compare an autobiography with a narrative biography and share their findings. They confidently analyse the cause of the problem in the story and talk about the lessons they have learnt. Students do not always speak in standard Arabic across the school. Writing skills are less well-developed, particularly of children in KG and students in Cycle 1.</li> <li>Overall, different groups of students, including boys and girls make similar rates of progress. High attaining and G&amp;T students do not always access highly challenging tasks to help them reach their potential.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' listening and comprehension skills across the school.</li> <li>Students' analysis of the elements of a story in Cycles 1 and 2.</li> </ul>	<ul style="list-style-type: none"> <li>Students' use of standard Arabic in speaking across the school.</li> <li>Children's and students' writing skills in KG and in Cycle 1.</li> </ul>



Social Studies

- Students' achievement in social studies is good overall. The school's internal assessment data indicates outstanding progress across the school. This does not match with what is seen in lessons and in their work, where the majority of children and students make better than expected progress over time in KG and in Cycles 1 and 2.
- The school's internal assessment data shows outstanding attainment in KG and in Cycles 1 and 2. This is not evident in lesson observations and in their work, where the majority of children and students attain above curriculum expectations across the school.
- Children and students make good progress overall. They demonstrate good understanding of the UAE culture and traditions. In KG, children can name the seven Emirates and talk about places they have visited within the UAE. They identify the costumes and traditions of the UAE and compare them with those of other Arab cultures. In Cycle 1, students learn well about people who help in the community and refer to how the UAE promotes equality in the workforce. They can discuss the significance of parks in society, share their positive effects on health and wellbeing, and suggest solutions to promote sustainability such as how to manage traffic congestion in cities. A minority of students are unable to name popular parks in the UAE. Cycle 2 students confidently discuss the various types of the nature reserves found in the UAE and appreciate the government's efforts to preserve them. A few students have not fully developed their skills in using maps correctly in Cycles 1 and 2.
- Overall, different groups of students make similar rates of progress. At times, high attaining students do not receive sufficiently challenging tasks to increase their rates of progress.

Areas of Strength

- Children's and students' understanding of UAE traditions and culture across the school.
- Students' ability to find solutions for traffic congestion in cities in the UAE in Cycle 1.

Areas for Improvement

- Students' knowledge about popular parks in the UAE in Cycle 1.
- Students' mapping skills in Cycles 1 and 2.



English	<ul style="list-style-type: none"> <li>Students' achievement in English is good overall. The school's internal assessment data shows that children and students make very good progress over time in KG and in Cycles 1 and 2. This does not match with what is seen in lessons and in students' work, where the majority of children and students make better than expected progress across the school.</li> <li>The school's internal assessment data indicates outstanding attainment. This is not evident in lessons and in their work, where most children and students attain in line with curriculum standards in KG and in Cycle 1, and the majority of students attain above curriculum standards in Cycle 2. IBT examination results for students in Grades 3 to 5, are below the national average. TIMSS results for students in Grade 4, indicates that students' attainment is in line with national expectations.</li> <li>In general, children's and students' listening and speaking skills are better than their reading and writing. In KG, children can relate the letters to their sounds, blend and segment unfamiliar words correctly, and write simple sentences. In Cycle 1, students listen attentively and respond well to instructions. They can read simple stories and extract the most important information about characters and events. A minority of students have not fully developed their reading and comprehension skills. In Cycle 2, students are confident speakers, lead on research and present their work independently. They read well, analyse events in stories, and use new vocabulary, for example, when they discuss the different activities that take place during the Olympic and Paralympic games. Students' writing skills, including for different genres is less well-developed across the school.</li> <li>Overall, different groups of students make similar rates of progress. High attaining and G&amp;T students are not always challenged and do not consistently make the best possible progress.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Children's and students' listening and speaking skills across the school.</li> <li>Students' reading, analytical, and presentation skills in Cycle 2.</li> </ul>	<ul style="list-style-type: none"> <li>Students' reading and comprehension skills in Cycle 1.</li> <li>Children's and students' writing skills, including for different genres across the school.</li> </ul>



Mathematics	<ul style="list-style-type: none"> <li>Students' achievement in mathematics is good overall. Internal assessment data indicates students' progress is at least very good in all cycles. This does not align with what is seen in lessons and in their work, where the majority of children and students make better than expected progress over time in KG and in Cycles 1 and 2.</li> <li>The school's internal assessment data indicates attainment is at least very good across the school. This is not evident in lessons and in their work, where the majority of children in KG and students in Cycles 1 and 2 attain above curriculum standards. IBT examination results for students from Grades 3 to 5 are below the national expectations. TIMSS results for students in Grade 4 are in line with the national average.</li> <li>The majority of children and students demonstrate good progress in KG, and in Cycles 1 and 2. In KG, children can count to a given number, understand the relationships between numbers and quantities, and add a set of numbers correctly, exploring tens and units. A few children cannot form numerals correctly. In Cycle 1, students can apply arithmetical operations in different forms. They can connect addition with subtraction and division with multiplication, tackle fractions and learn new mathematical terms. In Cycle 2, students can solve word problems, involving multiplication and division, find the common multiple numbers, and tackle mixed fractions. In Cycles 1 and 2, a few students have not fully developed their reasoning skills to explain their calculations in detail. Their ability to tackle challenging tasks is less developed.</li> <li>Overall, there is no significant variation in the rates of progress of different groups of students. High attaining and G&amp;T students do not receive sufficiently challenging tasks to increase their rates of progress. At times, a few students with special educational needs (SEN) do not make the progress of which they are capable.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Children's recognition of numerals and their counting skills in KG.</li> <li>Students' knowledge and understanding of arithmetical operations in Cycles 1 and 2.</li> </ul>	<ul style="list-style-type: none"> <li>Children's correct formation of numerals in KG.</li> <li>Students' ability to explain their calculations in detail and to tackle more challenging tasks in Cycles 1 and 2.</li> </ul>



Science

- Students' achievement in science is acceptable overall. The school's internal assessment data indicates outstanding progress. In lessons and in their work, the majority of children in KG and students in Cycle 2 make better than expected progress over time, and most students in Cycle 1 make expected progress.
- The school's internal assessment data indicates outstanding attainment in KG and the other 2 cycles. This is not evident in lessons and in their work, where most children and students attain in line with curriculum standards. Recent IBT examination results indicate that students in Grades 3 to 5, attain below national expectations. TIMSS results for Grade 4 students indicate attainment is in line with the national average.
- In KG, children demonstrate a clear understanding of the changes in states of matter. They can experiment, for example, with salt and sugar, and can find out how they can dissolve when mixed with water. Children can provide examples about how some ingredients change during cooking and make accurate reference to real life experiences. A minority of children do not understand some of the scientific terms. In Cycle 1, students make steady progress in understanding the different types of energy. They can explain how sounds are made and describe the speed of sound transmission through different mediums. Students' use of scientific concepts to explain scientific processes is underdeveloped. In Cycle 2, students understand motion in one dimension, and can distinguish between velocity and vector velocity, applying the law of speed to find time, distance, and acceleration. Only a few students can ask scientific questions, investigate and make predictions in Cycles 1 and 2.
- The different groups of students make similar rates of progress. High attaining and G&T students do not have access to enough challenging tasks to accelerate their progress.

**Areas of Strength**

- Children's investigative skills when exploring how salt and sugar dissolve when mixed with water in KG.
- Students' understanding and application of the scientific law concerning speed in Cycle 2.

**Areas for Improvement**

- Children's knowledge and understanding of scientific terms in KG.
- Students' use of scientific terminology and how to explain scientific processes in Cycle 1.
- Students' investigative skills and ability to make predictions in Cycles 1 and 2.



Other subjects	<ul style="list-style-type: none"><li>Students' achievement in other subjects is good overall. In lessons and in their work, the majority of children and students make better than expected progress over time in physical education (PE), computer design and technology, music, and in moral education, and most make acceptable progress in art. The school does not have internal assessments for the progress in relation to other subjects.</li><li>There are no internal attainment data for other subjects. In lessons and in their work, most students attain in line with curriculum expectations. There are no external assessments for other subjects.</li><li>In PE, children enjoy team games and demonstrate good coordination and balance as they complete obstacle courses. In Cycle 1, students participate in ball games and show good technique as they throw overarm with their dominant hand. In Cycle 2, students know the rules of games and work as a team to navigate more challenging passes without dropping the ball. In computer design and technology, KG children can play computer games, using their own devices. In Cycle 1, students understand the principles of robotics and can identify different functions, such as motion, visual, or sound-based operations. In Cycle 2, students demonstrate an understanding of micro bit technical programming and apply their knowledge to create functional calculators. Students are developing good coding skills and know how the use of artificial intelligence (AI) can support students' education and the workforce. In art, KG children develop dexterity and fine motor skills by drawing various types of lines. In Cycles 1 and 2, students can design picture frames featuring drawings of UAE landmarks, following their teachers' instructions. Children and students' creative skills are less well-developed across the school. In music, KG children enjoy singing songs and rhymes. In Cycle 1, students can use percussion instruments to identify the beat of the music and sing along. In Cycle 2, they can play some simple musical notes and explore pitch and rhythm while playing the piano. Students do not always have the opportunity to lead on musical performances in lessons across the school. In moral education, children and students develop good knowledge about tolerance and respect. In Grade 4, students explain how fairness, inclusion and equality play a major part in establishing a cohesive community.</li><li>The different student groups make similar rates of progress.</li></ul>	
	Areas of Strength	Areas for Improvement





	<ul style="list-style-type: none"> <li>Children's and students' coordination and teamwork in PE across the school.</li> <li>Students' understanding of robotics and technical programming skills in computer design and technology in Cycles 1 and 2.</li> </ul>	<ul style="list-style-type: none"> <li>Children's and students' ability to create their own artwork independently across the school.</li> <li>Children's and students' skills to lead on musical performances in lessons.</li> </ul>
Learning Skills	<ul style="list-style-type: none"> <li>Children and students demonstrate positive attitudes to learning and take responsibility for their own work. They know their strengths and what they need to do next to improve. For example, in Grade 4, mathematics, students listen attentively to their teachers' verbal feedback and take the necessary steps to improve their work accordingly.</li> <li>In KG, children speak confidently about what they like to play with in the activity room and consider well the views of others. In general, students interact well with each other, work cooperatively in pairs and small groups and share their views with one another. For example, in Grade 5 English, students negotiate roles in a research activity using learning technologies, to report their findings on the importance of inclusion in the UAE, and to explain how the physical environment should be made suitable for people with disabilities. The quality of students' communication skills and collaborative working is less developed in Cycle 1.</li> <li>Students make meaningful links between different subjects and with the real-life experiences, for example, in KG Arabic, children make connections between the letter S as Saad and provide examples such as the words Salaat (prayer) and Saqr (falcon). In Grade 5 science, students analyse the distance that mobile objects can travel and make reference to locations using Google maps.</li> <li>Students take part in enterprise events, for instance, to raise charitable funds to help others, ask questions and use learning technologies when appropriate to research and to assess their own learning. When given the opportunity, students solve problems and think critically, for instance, when they solve word problems and calculate fractions. Students' innovation, problem-solving and critical thinking skills are less well-developed in most subjects and grades.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"><li>Students' attitudes to learning and the way they respond positively to their teachers' comments across the school.</li><li>Students' ability to connect their learning to other subjects and the real world across all cycles.</li></ul>	<ul style="list-style-type: none"><li>Students' ability to work productively in groups and to communicate their learning effectively, particularly in Cycle 1.</li><li>Students' further innovation, problem-solving and critical thinking skills in most subjects and grades across the school.</li></ul>
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## 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	N/A

- Across the school, children and students display a positive and responsible attitude to learning. For instance, in Grade 3 mathematics, students listen attentively to their teachers' comments and do their best to correct their work. Students behave well in lessons and around the school. They know about the school's behaviour rules and code of conduct and understand how rules are important to lead a safe life. Students feel safe and secure in school. Bullying is rare.
- Students establish respectful relationships with their teachers and peers. They are sensitive to the needs of others and willingly offer a helping hand to them. In KG, children mix well with others and make friends with which to play.
- Students demonstrate a sound understanding of healthy living. They participate in regular exercise that promotes their health and fitness and compete in sports with local schools. Students lead on initiatives such as Heart and Diabetes Days to raise awareness of such



diseases. Students drink water regularly in school to keep them hydrated. A minority of students consume unhealthy snacks.

- Students' attendance at 97% is very good and has improved since the previous review. Children and students arrive at school on time and are punctual to lessons.

**Understanding of Islamic values and awareness of Emirati and world cultures**

**Good**

**Good**

**Good**

**N/A**

- Students demonstrate a clear understanding of Islamic values and the way they influence lives in UAE society. They benefit from the school's regular effective promotion of these values during assemblies, lessons and the recitations of the Holy Qur'an. Students understand how prayer and fasting are important in Islam, and older students are knowledgeable of the Islamic scientists and the Prophets' Sahaba (companions). KG children take part in Du'aa (supplication) in assemblies and lessons.
- Students have a good knowledge and understanding of the UAE's heritage, culture and history. They sing the National Anthem, salute the flag and celebrate special occasions, including National, Flag and Martyr's Days and Hag Al Laila. They show their respect and appreciation for UAE leaders and speak confidently about the places they have visited.
- Students demonstrate good understanding and awareness of their own culture and traditions. Through Cultural Days and reading stories about different people across the world, students learn about the cultural diversity around them.

**Social responsibility and innovation skills**

**Good**

**Good**

**Good**

**N/A**

- Students participate willingly in school community activities as evident in their roles such as school councillors, monitors, classroom helpers, and scouts. They work in partnership with the Red Crescent to raise funds to help families in need. Students volunteer to organise assemblies and special events. In KG, children remind their peers to line up before they go outside to play and take it in turns to introduce the daily assemblies.
- Students enjoy their work and participate in enterprise events to support their community. They take part in trips and engage well in clubs such as reading in Arabic, recitation of the Holy Qur'an and spelling B. Students' innovation skills in lessons are less strong across the school.



- Students look after their school and water plants they have planted in the outdoor garden. Students are involved in a number of environmental awareness projects, which helps them deepen their understanding of conservation and sustainability. They participate in recycling activities to save the environment. Many of the displays and the models displayed around the school feature recycled materials.

#### Areas of Strength:

- Students' positive attitudes to learning, improved attendance and their strong relationships with others throughout the school.
- Students' knowledge and understanding of Islamic values, the UAE culture and heritage throughout the school.

#### Areas for Improvement:

- Students' knowledge about the importance of healthy eating and the impact it might have on their health and wellbeing across all cycles.
- Students' further innovation skills in lessons across all cycles.

### 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	N/A

- The quality of teaching and assessment is good overall. Most teachers consistently apply their subject knowledge and know how students learn. In KG, teachers have raised their expectations of children's learning and how they develop through experiential play. Teachers provide hands-on activities for children to explore and develop their knowledge, understanding and skills.



- Teachers provide a welcoming learning environment where students are ready to learn. Lesson plans include learning objectives that they share with students so that they are clear about what is expected of them. Most teachers follow the lesson structure, use the available resources such as videos to help students remain motivated to learn, and manage time effectively. In general, classroom assistants are well deployed to support students' learning.
- Teachers interact well with students and encourage dialogue, discussions and reflections amongst students. Teachers use a range of questions to test students' understanding and to consolidate prior key concepts. At times, teachers' questions do not deepen students' learning. In the most effective lessons, for example, in English in Grade 5, teachers use an appropriate range of strategies that meet the different abilities and needs of all students, set a brisk pace to learning and encourage students' dialogue and further research. The level of challenge is variable across the different subjects and cycles, particularly for higher attaining students.
- In general, teachers give students the opportunity to work independently, to solve problems, and to think critically. For example, in Grade 1 social studies, students discuss the possible absence of the police in the community and explore its impact on civil law and order; and in Grade 5, computing, students solve problems about how to use certain codes to access reliable information and data. The promotion of students' innovation, critical thinking and problem-solving skills across all subjects and cycles is less-well developed.

Assessment	Good	Good	Good	N/A
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- The internal assessment systems and processes are well-established and link to the school's curriculum standards. This enables teachers to track students' performance over time. In KG, teachers take observations of children and share information with parents so that they can support their children at home. The school benchmarks students' academic outcomes against national, external, and international expectations, including TIMSS, IBT, TALA and Mubakkir. The school is beginning to compare students' internal assessment with the external tests to identify their strength and how to target areas for improvement.
- The school analyses students' assessment data for individuals and groups. Leaders check the results to identify any groups that are performing well or underachieving. They share such information with teachers so that they can adapt the curriculum to cater for the different groups. In the most effective lessons, teachers plan meticulously to include all students in group work, discussions and differentiated tasks. As a result, students make the best rates of progress possible. In the less effective lessons, teachers do not take sufficient account of students' prior learning, their abilities, aspirations or needs in their planning or practice.



- Most teachers have a reasonable knowledge of students' strengths and what they need to do next to improve. In lessons, teachers offer students helpful verbal feedback and students act on their advice accordingly. Self and peer assessment opportunities are increasing steadily. Teachers mark students' written work regularly. In the best examples, teachers explain to students constructively how they can improve the quality of their written work. Diagnostic feedback in students' books is underdeveloped across all subjects and cycles.

#### Areas of Strength:

- Teachers' subject knowledge and how students learn throughout the school.
- Teachers' verbal feedback to students about how to improve their work across all cycles.

#### Areas for Improvement:

- Teachers' planning and use of high-quality questioning that closely matches the different needs, aspirations and abilities of all students.
- Teachers' provision of regular opportunities for students to enhance their innovation, critical thinking, and problem-solving skills and teachers sharper focus in marking on students' next steps for improvement in all subjects and cycles.

### PERFORMANCE STANDARD 4: CURRICULUM

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

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

- The curriculum is reasonably broad and relevant; and meets the MoE statutory requirements. In KG, the curriculum is age-appropriate and provides a wide range of learning experiences for children to develop their knowledge and skills, including Arabic, Islamic education and social studies. Overall, the curriculum is well planned and provides continuity and progression



in most subjects and helps to narrow the gaps in students' learning. As a result, students are well prepared for the next stages of their education.

- In KG, children have access to a range of experiences and resources in the activity room that foster their independence. In Cycle 2, the introduction of AI lessons in partnership with the University of Ajman provides a wealth of experience for students to explore coding. The educational program offers carefully planned cross-curricular links enabling students to transfer their knowledge and skills from one subject to another and into the real world. For example, in Grade 4 mathematics, students make useful links with their daily life such as sharing a pizza while learning about fractions; and in science in KG, children talk about how sugar and salt dissolve when they mix them with water and draw links to how the food that they eat at home is made and what they buy from restaurants.
- The school conducts regular reviews of its curriculum at a senior level and involves stakeholders and most teachers. This has led to a positive impact on ensuring good provision in almost all subjects and to meet the academic and personal development needs of most students. The changes to the KG curriculum are supporting children's effective learning and development, including through play.

Curriculum adaptation	Good	Good	Good	N/A
<ul style="list-style-type: none"><li>• The school has modified aspects of its curriculum, for example, to provide more activities for KG children to develop their phonological skills in Arabic and English. Students have regular access to learning technologies to research and to find out things for themselves. The recitation of the Holy Qur'an by all students in the assembly encourage students to memorise Surah correctly. Curriculum adaptation is less effective in science in Cycle 1, and in catering for the needs of the high attaining and G&amp;T students across the school.</li><li>• The curriculum provides a good range of activities and tasks that motivate and enrich students' learning, including reading in Arabic, recitation of the Holy Qur'an, and sports competitions. The school also offers events that foster students' enterprise such as raising funds to donate to the Red Crescent to support families in need. Assemblies provide special moments for students to take the lead which strengthens their leadership skills. Innovation is an underdeveloped feature of lessons across the school.</li><li>• The school fosters students' clear understanding of UAE culture and society through the celebration of events, including the Martyr Day, Flag Day and National Day. This helps students to strengthen their knowledge and understanding of the UAE culture, heritage and history. Students make connections with the UAE society, for instance, when they use UAE currency for virtual shopping; compare their national dishes with the UAE food; and talk about</li></ul>				



the importance of charity and refer to how the UAE leads on humanitarian work in the Middle East.

**Areas of Strength:**

- The extra-curricular activities and the links between subjects and students'; daily lives that help motivate them to learn throughout the school.
- The connections with the UAE culture and heritage that enrich students' learning throughout the school.

**Areas for Improvement:**

- The systematic review and adaptation of the curriculum to fully meet the needs and abilities of all students, particularly high attaining and G&T students throughout the school.
- The careful planning and embedding of innovation in lessons across the school.

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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	N/A

- The protection, care, guidance and support of students are good overall. The school has clear policies and procedures for safeguarding and child protection, and they are made available to the school staff, parents and other stakeholders. Staff have received training in safeguarding to keep students safe; parents receive guidance and know how to keep their children safe from social media. Students know about the meaning of bullying and are confident to ask for help if they have any concerns. The health and safety team makes





regular risk assessments on the premises and resources to provide a safe and secure environment for students and staff. Supervision of students in all parts of the school and on the school's transport is effective.

- The building is old, clean and well maintained. Files for health and safety, accidents and incidents are well kept, including subsequent actions. Medical files, medicines and hazardous chemicals are securely locked in cabinets. The school benefits from ramps and suitable toilet facilities. Facilities for science, information and technology, and library are on the ground floor of the building. The school does not have a lift, and it has firm plans to accommodate students with mobility problems on the ground floor of the building when required. A few of the classrooms are slightly small for the number of students using them.
- The school promotes safe and healthy living effectively through regular workshops led by the nurse and the social worker; and teachers teach students about nutrition. Students participate in PE lessons and sports in school and locally. KG children enjoy dance, movements and outdoor play. A minority of students do not make informed healthy eating choices across the school.

#### Care and support

Good

Good

Good

N/A

- Relationships between teachers, other staff and students are friendly and respectful. Procedures for behaviour management are well-implemented and effective. Teachers' role model positive behaviour for learning, and help students learn about the importance of upholding school rules.
- Systems for managing attendance and punctuality, including follow-up of unauthorised absences and lateness are very effective. The attendance officer and other school staff ring parents to find out about their children's absence and help them understand the important link between attendance and achievement.
- The school has an effective system to identify students with SEN. The school's special educational need co-ordinator (SENCO) liaises with teachers, parents, and agencies such as child psychologists to undertake an external assessment and to help devise students' individual educational plans (IEPs). When students with SEN receive targeted support from the SENCO, they progress well. They do not always receive enough support from teachers when they learn in a large class.
- Teachers assess the strengths of G&T students and share them with parents. G&T students engage well in extra-curricular activities such as recitation of the Holy Qur'an, reading and story writing in Arabic, and in sports. G&T students do not always receive sufficiently challenging work in lessons so that they can increase their rates of progress.
- Teachers, the school nurse and the social worker provide a good level of academic and personal support to students. In KG, teachers support children's personal, social and



emotional development well as seen in the way they help children talk about their feelings and how to find solutions. Across the school, orientation and transition procedures are well-established and help children and students to be familiar with the school's routines and expectations, and for Grade 5 students to visit their next school.

#### Areas of Strength:

- Students' welfare, health and safety across the school.
- Staff and students' relationships and the support for students' personal development and their wellbeing across the school.

#### Areas for Improvement:

- Students' knowledge and understanding about how healthy eating habits can contribute to their good health and wellbeing across the school.
- The support for students with SEN, and the consistent challenge for G&T students in lessons so that they reach their potential across the school.

### PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

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

#### Indicators:

##### The effectiveness of leadership

**Good**

- The principal and her leadership team have set a clear vision and strategic direction that they share with the school's community. They show commitment to inclusion and the UAE national priorities, and this is seen in the way they ensure that students participate in external assessments, and that there is SENCO to oversee the provision of students with SEN. Most leaders demonstrate good knowledge of the curriculum and best practices in teaching, learning and assessment; and the senior leaders have developed a deep knowledge and understanding of the UAE School Inspection Framework. A few of the middle leaders have not fully developed their roles, and a minority of teachers do not use the assessment information effectively to plan for all students' next steps. The school provides a positive



learning environment where students are keen to learn. Relationships between the school leaders, teachers and others are professional, and morale is very positive.

- The school leaders and teachers have worked collaboratively as a team to address barriers to learning, for example, they have introduced the wider use of phonics in Arabic and English in KG and in Grade 1 to improve children and students' early literacy skills. There are now more opportunities for students to develop their scientific skills in KG and understanding of Islamic values across the school. They have improved all aspects of the school's work from acceptable to good in most subjects and standards. Overall, leaders demonstrate strong capacity to improve the school. They ensure that all statutory and regulatory requirements are met.

#### Self-evaluation and improvement planning

**Good**

- The school's self-evaluation (SEF) includes the outcomes of internal and external assessments and the viewpoints of teachers, parents, students and other stakeholders. This information enables the school to identify its strengths and to identify key areas for improvement. The school improvement plan contains actions, costings and a system for monitoring and evaluation. The plans are comprehensive and driven by the heads of school. The senior leaders observe teachers' practice and offer them constructive feedback to help improve students' achievement. The school has shown good improvements over time as evident in the significant improvement in students' achievement and standards since the previous review.

#### Partnerships with parents and the community

**Good**

- Parents feel welcome and the school engages them well in their children's education. The Mothers' Association actively involves parents in events such as Eid and National Days, reading with different groups of students, and conducting workshops for students about children's rights in the UAE. Regular parent surveys provide suggestions and feedback about school improvement. Communication channels, including weekly planning and daily activities through the School Voice, are informative and effective. Parents state that they have termly meetings with teachers to discuss their children's academic outcomes, personal development and next steps. Parents are pleased with the valuable support and care that their children receive from teachers.
- The school has strengthened its links with schools following the MoE curriculum, and other schools in the UAE and internationally teaching different curricula. This provides the opportunity for teachers to share best practice in teaching and the curriculum, and for



students to engage in discussions and dialogue with students from national and international organisations about their education and life in the UAE. Students participate in charity work during the Holy month of Ramadan and in national competitions such as in sports; and benefit greatly from the support they receive from the partnerships with Ajman University to learn about the artificial intelligence (AI).

#### Governance

Good

- The governing board consists of representatives from the owner, teachers, parents, students and other stakeholders. The governing body benefits from members with experience in education, welfare, health and safety and humanitarian roles. Governors act on parents' suggestions and work closely with the principal and other senior leaders. They ask questions about students' achievement and their welfare, health and safety. The chair of governors conducts learning walks in school, holds discussions with teachers and students and checks students' assessments. Recent meetings include discussions about how the school needs to ensure that teachers include questions from IBT examinations in their lessons to help students become familiar with the examination expectations, and to moderate the internal assessment data. Overall, governors have a positive impact on the school through their work as critical friends.

#### Management, staffing, facilities and resources

Good

- All aspects of the day-to-day management of the school and its processes are well-organised and have a positive impact on improving students' academic outcomes and their personal development. Leaders and teachers ensure that students are punctual to school and ready to learn; and the assemblies provide memorable experiences for students to sing the national anthem and to engage in music and dance. Staff are suitably qualified and keenly attend regular training to improve their knowledge and skills. Training does not fully match the needs of a few of the middle leaders and teachers in the school. The school premises and facilities are suitable; the science laboratory has been refurbished; and outdoor areas are sheltered and well deployed. A few of the classrooms are slightly small for the number of students on roll, and there are not enough practical resources to support teaching and learning, especially in science.

#### Areas of Strength:



- The leaders' clear vision, the professional relationships and the positive morale across the school.
- The effective partnerships with parents and the local community, governance and the daily routines.

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

- The skills of middle leaders so that they can strengthen their leadership role and know how to hold teachers more accountable for all students' achievement across the school.
- The review of the number of students on roll in each classroom and the provision of more resources to enhance teaching and learning, especially in science.

### **SPEA ADDITIONAL FOCUS AREAS**

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

- The staffing provision for teaching Arabic across the school is 41 teachers with a teacher to student ratio of 1:39.
- There are approximately 3,700 books for Arabic readers in the library, which include fiction and non-fiction books; and there are approximately 900 Islamic books and a variety of magazines.
- The school gives a high priority to reading in Arabic. In Cycles 1 and 2, students attend the library for at least one lesson per week with their teachers and can borrow books to take home. KG children and Grades 1 and 2 students have access to Abajadiyat reading platform; and students from Grades 3 to 5, use Alef platform to read in school and at home. Across the school, teachers encourage students to read in all subjects and to share what they have understood.
- The Arabic department organises regular special reading events such as the reading challenge in school and beyond and the Young Poet. The daily assemblies offer the opportunity for students to read stories, to recite the Holy Qur'an and to act out stories in Arabic. Teachers encourage parents to read with their children at home and offer them guidance whenever needed.

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

- The school takes part in external assessment to meet SPEA requirements and the UAE National Agenda.
- The school ensures that all students from Grades 3 to 5 participate in IBT examinations. Recent results show that their attainment is below the average in English, mathematics, and science. TIMSS examination results for students in Grade 4 indicate that their attainment is in



line with national expectations in mathematics and science. Mubakkir assessment results show that attainment is well above the national standards for children in KG2 and students in Grades 1 and 2. Students in Grades 3 to 5 have participated in TALA assessments and their attainment is above the national average.

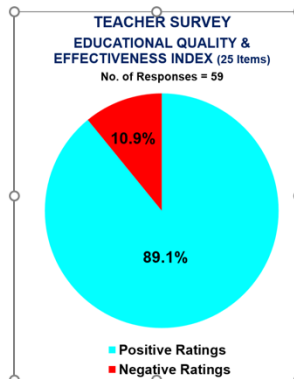
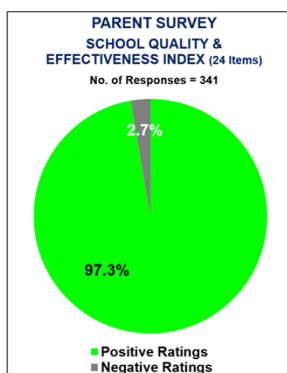
- The school has provided training for teachers, particularly for English, mathematics, and science to further improve their teaching practice. Recent governors' meetings have included discussions about how the school should increase teachers use of questions from previous assessment papers such as IBT and TIMSS to help students develop their understanding of the terms used in assessment and to become more familiar with the examination expectations.
- Teachers share the international benchmarking assessment results with parents and offer them guidance and support on how they can help their children do their homework at home. Students know their targets and how they can improve their work.

### Provision for KG

- KG provision consists of 9 KG2 classes, and there are no KG1 classes in this school. There are 13 teachers and six classroom assistants who provide support to children when required. The adult to child ratio is 1:17. The school has recruited more experienced teachers, since the previous review, to work within the KG department.
- KG classrooms are well-organised and displays celebrate children's success. Most of the classrooms are refurbished and provide a suitable range of resources. Each classroom benefits from an interactive whiteboard, reading and writing areas. The activity room is popular and timetabled and provides the chances for children to have regular access to free flow activities so that they can develop their creativity and imagination in their play and to rehearse prior learning.
- The outdoor space benefits from a sheltered area. Children have regular access to climbing frames and balancing equipment. Other spaces are well deployed for group reading and intervention programmes.
- The school organises meetings for parents and their children to visit KG and to have discussions with teachers and the SENCO about any concerns or worries they might have. Parents receive information about the school's policies, procedures and the weekly routines. Transition arrangements from KG2 into Grade 1 are well-embedded. Children visit their new classes and meet their teachers before starting the new academic year.



## VIEWS OF STAKEHOLDERS





## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve further students' achievement across the school in all subjects by:
  - providing more practical activities for students in Arabic to strengthen their speaking skills using standard Arabic and to develop their writing; and in English, to improve their reading and writing skills.
  - assisting students in Islamic education to practise memorisation and recitation of Surah, following Tajweed rules; and in social studies to improve their mapping skills and to be more informed about well-known parks in the UAE.
  - offering more opportunities in mathematics for children in KG to form numerals correctly, to strengthen students reasoning skills and how to solve challenging tasks; in science, to give more opportunities for children to understand scientific terms, for students to explain scientific processes, and to develop further their skills to predict and to investigate, particularly in Cycle 1; and in art and music to extend their creative skills.
  - enabling students to further develop their learning skills, including communication, collaboration, innovation, problem-solving and critical thinking.
- Improve the impact of teaching and assessment on students' achievement by:
  - ensuring that teachers consistently use the assessment data to deliver lessons that cater for the needs and abilities of different groups of students, particularly high attaining and G&T students.
  - making sure that teachers share the best practice that exists in school and to encourage more innovation, problem solving and critical thinking skills.
  - ensuring that teachers adapt the curriculum to address students' different abilities and learning needs.
  - insisting that teachers give students clear and constructive suggestions on how they can improve the quality of their work.
- Improve the impact of leadership and management on students' outcomes by:
  - providing training that match with the needs of teachers so that they can improve their knowledge and skills in the subjects taught.
  - offering specific training and mentoring for middle leaders so that they strengthen their leaderships skills and know how to hold teachers more accountable for students' performance.
  - ensuring that governors continue to ask challenging questions about students' work and to moderate the internal assessment data.
  - ensuring that there are additional practical tools to support teaching and learning, especially in science and to review the number of students on roll in classes.





In addition to considering the full content of this report and identifying actions required to bring about improvement, the school should build the strategic recommendations into its improvement planning process.

In consultation with the assigned School Improvement Advisor, the school should send its revised improvement plan, including specific actions, timescales, and success measures, to SPEA within two months of the publication of this report. Four months later, the school should submit a detailed report on progress to SPEA.

SPEA's next school review will validate the progress report and include a review of further progress made by the school in implementing the recommendations from this SPR report.

If you have a concern or wish to comment on any aspect of this report, please contact SPEA on [quality.assurance@spea.shj.ae](mailto:quality.assurance@spea.shj.ae) within three weeks of receiving this report.