



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Al Wahda Private School

11- 14 March 2024

**Overall
Effectiveness:
GOOD**





TABLE OF CONTENTS

PURPOSE AND SCOPE	3
THE SCHOOL PERFORMANCE REVIEW PROCESS	4
SCHOOL INFORMATION	6
THE SCHOOL PERFORMANCE REVIEW FINDINGS	7
Performance Standard 1: Students' Achievement	8
Performance Standard 2: Students' personal and social development and their innovation skills	17
Performance Standard 3: Teaching and assessment	19
Performance Standard 4: curriculum	21
Performance Standard 5: the protection, care, guidance and support of students	23
Performance Standard 6: Leadership and management	25
ADDITIONAL FOCUS AREAS	27



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		129	
	School location	Al Qarayen, Sharjah		
	Establishment date	2004		
	Language of instruction	English		
	School curriculum	American/California Common Core State Standards (CCCSS)		
	Accreditation body	Cognia		
	Examination Board	College Board		
	National Agenda Benchmark Tests/International assessment	MAP, TIMSS, PISA, PIRLS, EmSAT, AP, SAT, CAT4, IBT, TALA, Mubakkir		
	Fee range.	15000 - 30000 AED		
	Principal	Duraïd Haitham Abdullatif		
	Chair of Board of Governors	Najla Karmastaji		
Staff	Total number of teachers	63		
	Total number of teaching assistants	14		
	Turnover rate	15%		
	Main nationality of teachers	Egyptian		
	Teacher: student ratio	1:13		
	Total number of students	807		
	Total number of students per cycle	KG:	94	
		Elementary:	142	
		Middle:	172	
		High:	399	
	Number of Emirati students	619		
Number of Emirati students per cycle	KG:	50		
	Elementary:	90		
	Middle:	137		
	High:	342		
Students	KG: number/gender	Boys: 54 Girls: 40		
	Elementary: number/gender	Boys: 88 Girls: 54		
	Middle: number/gender	Boys:102 Girls: 70		
	High: number/gender	Boys: 194 Girls: 205		
	Nationality groups	1. Emirati		
		2. Jordanian		
		3. Egyptian		
	Total number of students with special educational needs	49		



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 109 lesson observations, 43 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 from the previous review visit. The school's leaders have embedded their vision of an inclusive school providing improved teaching and learning, which are now good. Under the umbrella of the Athena Group, there has been considerable investment in increased staffing. This has broadened the curriculum and reduced the pressure on existing staff in support of their wellbeing. As a result, curriculum design and adaptation are good. Further investment has been made in professional development for middle leaders and teachers in order to raise achievement. Student achievement is good in all subjects except other subjects and social studies where it is acceptable. In English, mathematics and science attainment and progress are good in KG. Attainment and progress are also good across all subjects in High apart from English with acceptable attainment and other subjects which is acceptable for both. Teaching and assessment are good. Students' personal development and understanding of Islamic values are mostly very good. Arrangements for health and safety are very good and students are well cared for and supported. Leadership and management are good overall. Leaders share a vision of inclusion and actively support students with special educational needs (SEN). Almost all recommendations of the previous review report have been addressed.

KEY AREAS OF STRENGTH:

- Good teaching and students' attitudes to learning which have led to improved achievement in a range of core subjects.
- Students' personal development and understanding of Islamic values.
- The very good arrangements for health and safety and the good care and support for students with SEN.
- The effectiveness of school leaders and the strong partnerships with parents.

KEY AREAS FOR IMPROVEMENT:

- Raise attainment to at least good in all subjects.
- Ensure the engagement of all students, particularly boys in the Elementary and Middle School.
- Enhance the quality of students' research and inquiry skills, and critical thinking.
- Ensure that the more able students, including the gifted and talented (G&T) are appropriately challenged.
- Integrate innovation activities during lessons across the curriculum.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

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



Islamic Education

- Students' achievement in Islamic Education is good overall. Internal data shows that students make very good progress in all phases. This does not match exactly what is seen during lessons and in students' work, which is good in most cases.
- The internal data also shows that attainment is very good. This does not match what is seen during lessons and in students' work. The attainment of most students is good, as it is above curriculum standards.
- Most students in Elementary, Middle and High demonstrate good knowledge and deep understanding of Islamic Education and the values of Islam. In Elementary and Middle, students acquire knowledge and understanding of values and ethics in a practical way. They know that these should be applied in everyday life. Elementary students display good manners. They are aware of how to respect and greet others. In Middle, students are respectful. A minority of students are not self-reliant or do not take full responsibility for their actions. In High, students understand the relationship of independence and the ethics of group work to Islam. Almost all students in High can define justice and discuss the benefit of it in society. A large majority recite verses from the Holy Qur'an well, following Tajweed Rules. Students' research skills are less developed.
- Most groups of students make above expected progress overall. Higher attaining students receive some challenge and lower attainers and students with SEN make comparable progress.

Areas of Strength

- Student's understanding of the values of Islam and their respect for them across grades.
- Student's linking of their understanding of Islamic concepts and values to their personal experiences, particularly in Elementary and Middle.

Areas for Improvement

- The self-reliance of a minority of Middle students.
- Development of High school students' research skills to support their investigations.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic in both AFL and ASL is good. Internal data shows that students make very good progress in Elementary, Middle, and High. This is above the good progress seen during lessons and in students' work.• Internal data shows that attainment is very good. This does not match that seen during lessons and students' work, especially in Elementary. This shows acceptable attainment in AFL in Elementary and good in Middle and High. Attainment in ASL is acceptable in Elementary and Middle and good in High. International Benchmarking Tests (IBT) indicate very good attainment for Grades 3 and 5, and good attainment for Grade 9.• Most AFL speakers in each phase and ASL speakers in High show good knowledge and skills. AFL speakers in Elementary acquire understanding of vowels and the meaning of new words. They can read short texts. They express their answers confidently with few mistakes. ASL learners recognise common words and read aloud short sentences. They find it difficult to read and understand longer sentences. AFL speakers in Middle can read a prescribed text and extract the main and secondary ideas. A large majority can analyse explicit and implicit information but are not confident speakers of standard Arabic. ASL speakers' understanding in Middle is sufficient to enable them to answer questions. Their speech lacks confidence. Students in High take responsibility for their learning. They can speak clearly, using standard Arabic. Writing skills have improved since the previous review, particularly in High.• A majority of students make above expected progress. Higher attaining students receive sufficient challenge to excel. Lower attainers and SEN students make good progress overall.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• The quality of AFL students' reading skills and their ability to express their ideas, particularly in Elementary and Middle.• The strong writing skills of the most able ASL students, particularly in the High.• SEN students' full engagement during AFL and ASL lessons, leading to their good progress in each phase.	<ul style="list-style-type: none">• The development of students' extended speaking and critical dialogue in AFL in Elementary.• AFL students' use of standard Arabic in Middle.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall. It is acceptable in Elementary and Middle and good in High. Internal data shows that students make good progress. This does not match what is seen during lessons and in students' work, particularly in Elementary and Middle, where progress is acceptable.• The internal data shows that attainment is very good. This does not match that seen during lessons and students' work, which shows acceptable attainment. Most reach levels of attainment that are in line with curriculum standards.• Most students in Elementary and Middle demonstrate acceptable knowledge and skills, while students in High display a greater depth of knowledge. Elementary students grasp concepts connected to real life and the environment. For example, they can talk about astronauts such as Hazza Al Mansouri and Sultan Al Neyadi. They are proud of these Emiratis. Middle school students gain an acceptable understanding of geography. They can adequately locate the UAE and the countries around it using the map. Students in High can compare and contrast the cultures of various countries around the world.• Most groups of students make expected progress but those in High make better than expected progress. Higher attaining students lack sufficient challenge. As a result, they do not always make expected progress. Lower achievers and SEN students make expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of social studies concepts particularly in Elementary.• Students' appreciation of UAE and other cultures in High.	<ul style="list-style-type: none">• Provision of appropriate challenge for higher attaining students across phases.• The extension of students' knowledge of geography related to the UAE, in Middle.



English	<ul style="list-style-type: none">• Students' achievement in English is good overall. Progress is good in all phases and is similar to that seen in lesson observations and in students' work.• Internal assessment data indicates that attainment is acceptable in Elementary, Middle and High. This is not supported by evidence from external benchmarked assessments. Lesson observations and work in students' books indicate that attainment is good in KG and acceptable in Elementary, Middle and High.• In KG, children develop a secure phonological awareness, learn to write words and construct sentences. They enjoy reading books and can talk about characters and different parts of a story. Their listening skills are well developed. In Elementary, students learn to make inferences and link ideas such as cause and effect. During the best lessons work is well matched to the ability of individual student. In less successful lessons there is too much teacher talk. Students do not develop speaking skills or talk about their learning enough. Middle school students' reading skills are developed by studying the context and use of new vocabulary. In High, critical analysis and speaking skills are above curriculum expectations. These were used to good effect in a lively Grade 12 debate on the ethical testing of new drugs. Throughout the school, students' writing is below curriculum expectations.• Overall, the majority of groups of students make at least expected progress. Higher attaining students do not progress as well as they could as there is insufficient challenge during some lessons. Students with SEN are well supported and make good progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's listening and reading skills in KG.• Students' critical analysis and speaking skills in High.	<ul style="list-style-type: none">• Students' speaking and listening skills in Elementary.• Students' writing skills in all phases.



Mathematics	<ul style="list-style-type: none">Students' achievement in mathematics is good overall. During lessons and in their recent work, the majority of students make better than expected progress in KG and High. This matches the school's internal data which indicates good progress for those phases. In Elementary and Middle, students' achievement is acceptable.Internal assessment data shows that most students attain above curriculum standards in all phases. During lessons and in students' work, most demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards. The majority of students attain above curriculum standards in KG and High.In KG, children can solve addition problems. They add by using objects or drawings to represent the problem. In Elementary, students develop their understanding of the number system. They can multiply by 3 and 10 and solve problems in a real-life context. Older students are beginning to develop an understanding of algebra through the exploration of number and sequence. Mental mathematics are well developed in KG and Elementary. In Middle, students apply different formulae to find the area of composite figures. Not all boys in Middle are fully engaged in learning. High school students very successfully solve systems of linear equations using Cramer's Rule. They use permutations and combinations to compute probabilities of compound events and solve problems. The most able students can add, subtract, and multiply complex numbers and interpret derivatives in calculus.The majority of groups of students make better than expected progress. Gifted and talented (G&T) students are challenged but higher attaining students, in Middle do not make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' mental mathematics skills in KG and Elementary.High school students' ability to solve equations and problems.	<ul style="list-style-type: none">Improvement in Middle of boys' engagement in mathematics.The progress of higher attaining students in Middle.



Science	<ul style="list-style-type: none">• Students' achievement in science is good. During lessons they make good progress, but this is not in line with internal and external assessment data.• Students' attainment is good in all phases based on lesson observations and work scrutiny. This matches the internal assessment data for KG, Elementary and Middle. Internal data shows stronger attainment in High. Measures of Academic Progress (MAP) data indicates weak attainment in Elementary and Middle, and good in High.• Students in all phases develop a good understanding of scientific concepts. Their practical, research, laboratory and investigative skills are well demonstrated during most physical, earth and life science lessons. Almost all students apply their scientific knowledge to the real world. In KG, children enjoy demonstrating how to build model shelters with varied materials such as blocks, cardboard, or fabric and cloth. Elementary students, investigate how objects vibrate, producing sounds and how fossils are formed. The development of enquiry skills is less often seen in KG and lower Elementary, In Grade 6, students research the causes and effects of earthquakes while making models of earthquake-resistant houses. High school students make use of laboratory resources to calculate the specific heat of different substances using a calorimeter and apply Snell's law to understand light refraction. In Grade 10, students critically analyse acids and bases in real-world applications. In Grade 12, students research and evaluate the impact of damage to parts of the brain, on its overall functioning, Overall, not enough attention is given to the systematic development of students' understanding and application of the scientific method in Elementary and High.• There is no significant variation in the progress of girls and boys. Students with SEN make very good progress. Higher attainers in Elementary and Middle do not make expected progress because they are not sufficiently challenged.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' practical, research, laboratory and investigative skills across all phases.• The application of scientific concepts to the environment and the wider world in Grade 10.	<ul style="list-style-type: none">• Enquiry skills in KG and lower Elementary.• Systematic development of students' understanding and application of the scientific method in Elementary and High.



Other subjects	<ul style="list-style-type: none">Students' achievement in other subjects is acceptable overall. The school provides physical education (PE) and art from KG, with Information and communication Technology (ICT) introduced from Grade 3. Lessons are normally planned in the same way as the core subjects, ensuring students' engagement from the start. During the Holy Month of Ramadan, some subjects have been put on hold but the time allocation for these will be made up subsequently. In KG, art is integrated within children's learning and Elementary school students enjoy their learning in PE. This is restricted during the Holy Month of Ramadan and so attainment and progress are difficult to determine.Following the appointment of a head of electives, more options, have been introduced. These include computer programming in Grade 9, world history in Grade 10, geography in Grade 11 and economics in Grade 12. Assessment data is limited for these subjects, but from students' work and lesson observations, attainment and progress are acceptable. Full credits can be sought in Grade 11 in accounting and in Grade 12, in computer programming, psychology and business. The lesson structure ensures that pre-learning is assessed to establish starting points at the outset of lessons. Teachers' check students' progress as lessons proceed and then review the extent to which the learning objectives have been achieved at the end.Creative writing has been added as a compulsory subject in Grade 9. In ICT, students are able to operate spreadsheets from Elementary and are able to expand into programming as they enter High. They learn of artists and their styles, which they then experiment with during visual arts.Overall, girls perform better than boys in most other subjects. While G&T students are generally supported, higher attaining students are not always adequately challenged.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">The increased range of electives for students in High.Support for students by adapting the curriculum during the Holy Month of Ramadan.	<ul style="list-style-type: none">The level of challenge offered to higher attaining students across the school.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are good overall. Students enjoy their learning, interact willingly, and understand their own strengths and weaknesses. Nearly all students have positive attitudes to school and take increasing responsibility for their learning as they progress through the phases.• Students are keen to learn, and they interact and collaborate effectively in small groups. In KG, children use their problem-solving skills to plan and build different types of houses for character survivors in a story. In Elementary, students communicate their learning clearly and collaborate effectively to solve multiplication problems. In Arabic, students confidently use technology to research the historical formation of India. In High, students in English collaborate enthusiastically during discussions about the use of rhetorical devices in well-known speeches.• Students frequently link their learning to the world around them. For example, in a Grade 12 poetry lesson students explored how themes from the poems have an impact on decisions they make in the real world.• Most students use technology confidently as part of their learning. Critical thinking is an increasingly common feature during lessons, particularly in High. Innovation and enterprise are developing features in all phases of the school.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' positive attitudes and willingness to learn across all phases.• Students' readiness to interact and collaborate productively across the school.	<ul style="list-style-type: none">• The further development of students' critical thinking skills, particularly in Elementary and Middle.• The development of students' capacity for innovation and enterprise across all phases.



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

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

Indicators:	KG	Elementary	Middle	High
Personal development	Very Good	Very Good	Good	Very Good

- All students in KG, Elementary and High display positive and responsible attitudes towards learning. They are self-reliant and respond to critical feedback during lessons. A few boys in Middle occasionally suffer lapses of judgement that have an impact on their learning. Almost all other students are self-disciplined. They respond well to others and contribute very strongly to the inclusive nature of the school. They work together well and support one another. As a result, bullying is very rare. Students are highly tolerant, and differences are resolved amicably.
- Relationships among students and between students and staff are mutually respectful. They support one another whatever their needs. Students respect the school's values and expectations during lessons and elsewhere in the school. Many lead learning and plan additional activities or projects. A few take responsibility in leadership roles for school events.
- Students demonstrate secure understanding of safe and healthy living. They participate in activities that promote healthy relationships, including keeping themselves safe online. They usually make wise choices about their own health and safety. They share their ideas during lessons, through assemblies and other special events.
- Attendance is good at 95%. Steps have been taken successfully to address punctuality.

Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very Good	Very Good	Very Good
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- In Elementary, Middle and High students display a deep awareness of Islamic values and recognise their significance in daily life within the UAE. This is developing in KG. An Islamic atmosphere permeates school life from early morning prayers and the accurate recitation of the Holy Qur'an.
- Values of tolerance, respect, and care prevail within the school environment. Students feel safe, nurtured, and treated fairly. Older students organise interesting celebrations of national and Islamic occasions.
- Students believe in coexistence, respect, and equality between nationalities. This is seen in many online programmes, historical projects, International Day celebrations and by accessing a QR code to answer questions about different countries.



Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none">• Students are resourceful and willing to organise and volunteer in activities to support local communities and charities. Girls raise awareness of breast cancer and the boys about heart health. They take part in book exhibitions to promote reading. They raise funds for earthquake victims in Syria and donate money to the UAE Red Crescent.• Students have positive attitudes to their work and demonstrate resilience in completing their tasks. They have creative ideas and enjoy developing their projects. Creating drones and accounting board games are two such examples. The development of innovation skills, particularly in KG and Elementary, is at an early stage. Students care for the school and are very aware of global environmental priorities. They actively engage in green initiatives in all phases, connecting with prominent programmes, like the Emirates Environment Group, which are widely promoted throughout the school.				
Areas of Strength:				
<ul style="list-style-type: none">• The improvement in students' punctuality.• The positive Islamic atmosphere that permeates the school and students' belief in coexistence and mutual respect.• Students' participation in volunteering, community involvement and environmental awareness activities.				
Areas for Improvement:				
<ul style="list-style-type: none">• Support for a few boys in Middle to take more responsibility for their own behaviour.• Development of students' innovation skills during lessons especially in KG and Elementary.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

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

- Teaching is good in all phases of the school. Teachers plan their lessons well with careful consideration of how students learn.
- Nearly all lessons provide a range of activities to ensure that students develop a range of skills. In all phases, teachers make effective use of technology to promote learning. The learning environments are positive and stimulating. Lessons are interesting and nearly all students respond well and work hard.
- Many teachers ask probing questions that encourage students to reflect, think critically and become independent learners. This is less evident in Elementary and Middle. Nearly all lessons are planned to meet the needs of different groups of students. Students with SEN are well supported. There is less effective provision for the most able.
- During the best lessons teachers encourage students to reflect on their work and think for themselves. A minority of lessons feature problem-solving and research activities.

Assessment	Good	Good	Good	Good
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- Internal processes are mainly coherent and consistently applied. Formative and summative assessments are conducted throughout the school year. They are linked to the MoE curriculum standards in Arabic, and to the California Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) in the other core subjects. The school benchmarks students' academic outcomes against IBT and MAP tests. The number of students assessed most recently was low. Historical PISA, PIRLS and TIMSS data is available. More recent scores are awaited.
- The internal and external data is analysed by leaders and teachers to monitor the progress of individuals and groups. Assessment data is predominantly used to identify and address underachievement or gaps in students' knowledge or skills.
- Assessment information is used effectively to generate lists of three groups in each class based on students' attainment levels. Learning activities are then planned for each group. This strategy ensures that work is generally matched to students' attainment levels. Teachers have good knowledge of the strengths and weaknesses of the individuals in their classes. This leads to generally appropriate personalised challenge and support. Verbal feedback is constructive but written feedback lacks sufficient detail to guide improvement.



Areas of Strength:

- Teachers' planning and use of technology.
- Support for students with SEN.
- The quality of teacher's questioning to promote students' thinking and analytical responses in High.
- Student self-assessment to identify their own learning needs.

Areas for Improvement:

- The systematic development of innovation and independent learning skills. The level of challenge in the work provided for higher attaining students.
- The guidance given to students through the marking of their work.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

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

- Overall, the design and implementation of the school's curriculum is good. The curriculum aligns with the MoE requirements for Arabic medium subjects and with CCCSS and the NGSS requirements for the other core subjects, The curriculum is enriched with online resources, hands-on activities, structured feedback, and independent learning opportunities. It is broad and balanced and meets all statutory requirements.
- In High, the credit hour system has been updated and expanded with more elective offerings to cater to students' interests and future aspirations. Alongside Advanced Placement (AP) programmes, electives such as creative writing, public speaking, journalism, forensic science, and psychology provide a broader range of options. The school is successful in the integration and implementation of curricular links in almost all subjects. For example, English is effectively integrated into social studies and science through scientific texts and real-life applications, enhancing literacy skills alongside scientific and mathematical proficiency.
- The curriculum is reviewed regularly, prioritising a learning continuum guided by MAP and internal assessment data. Differentiated tasks and customised lesson plans are integrated to meet students' diverse needs. The school integrates social events, such as university fairs and industry trips to provide an all-round educational experience, fostering personal development alongside academic growth.

Curriculum adaptation	Good	Good	Good	Good
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- The overall quality of curriculum adaptation is good in all phases. The curriculum caters well for the educational needs and personal development of almost all groups of students, but less so for G&T and the most able learners. Leaders ensure that teachers respond to any curriculum modifications to meet the needs of less able students and students with SEN.
- Innovation, creativity, and social enterprise are planned well in projects and multiple competitions, although not consistently seen during lessons. A few projects undertaken by High school students are noteworthy, such as market mystery, accountancy sequence, finance board games, and developing a drone and aeroplane.
- Emirati culture and Islamic values are coherently integrated into the curriculum, particularly in Islamic Education, Arabic, and social studies lessons. This is extended by school trips to enhance understanding of Islamic values and UAE society.

Areas of Strength:



- Implementation of cross-curricular links in most subjects and the wider range of curricular choices for students in High.
- The integration of Emirati culture and UAE values and society in the curriculum across phases.

Areas for Improvement:

- The modification of the curriculum to meet the needs of more able and G&T students across the school.



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

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

Indicators:	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The school has rigorous procedures for safeguarding students. A range of appropriate policies is available to all on the school's website, ensuring that all stakeholders are well informed. Students are given guidance on how to keep themselves safe, particularly when online. There is an innovative approach to wellbeing in the widespread notification of a QR code through which students can report any concern.All regulatory checks relating to bus transport, security, health and hygiene, fire protection and evacuation are carried out. Student safety has been enhanced by the installation of over 300 CCTV cameras. Work to effect repairs and to maintain the site, buildings and facilities in a safe manner is ongoing. Risk assessments are comprehensive, and all records are scrupulously maintained. The premises and facilities provide a safe learning environment. The play equipment in KG is safe, and chemicals in the science laboratory are stored appropriately. Although there is no lift in the Elementary building, suitable arrangements are in place to ensure equal access for all, including anyone with limited mobility.The school has a very successful programme for the promotion of healthy lifestyles, involving the school's medical staff. Although the canteen is closed for the Holy Month of Ramadan, the menu illustrates a range of healthy options, and the clinic maintains records of students' height and weight.				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">Relationships between students and staff are respectful, positive and caring. There is an atmosphere of mutual respect, and behaviour is excellent in most phases. The behaviour policy is understood clearly by students, staff and the wider school community.The school has effective procedures to promote good attendance and punctuality. Detailed records are kept and carefully monitored. Parents are notified promptly if there are concerns regarding attendance or punctuality.The school has thorough systems to identify students with SEN and high attainers. Individual education plans (IEPs) are provided for students on the SEN register and accelerated learning plans for those on the G&T register. The school is approved by SPEA to offer SEN services.Support for students with SEN is effective and most students on the register have trained support. Support for G&T students and for more able students is not fully embedded across the curriculum.				



- The school has reliable systems for monitoring the wellbeing and personal development of all students. Careers guidance and support for choosing electives begins in Grade 8. The school has a comprehensive guidance programme that includes careers fairs, university visits and presentations by former students.

Areas of Strength:

- The identification and support of students with SEN.
- The adaptations to the timetable and building in Elementary to ensure full access to learning for those with restricted mobility.

Areas for Improvement:

- Support for the most able students across all areas of the curriculum.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- The principal and senior leaders promote a vision of inclusivity that is shared by all stakeholders. This is reflected in the attitudes of students towards those with SEN who are fully integrated during lessons and well supported by teachers and fellow students. There is a commitment to this and to all other National priorities.
- Leaders at all levels demonstrate secure understanding of the best practices in teaching, learning and assessment. All teachers are well supported by continuing professional development (CPD). The distributed leadership model encourages good quality outcomes for most students and maintains staff wellbeing and morale.

Self-evaluation and improvement planning

Good

- Systematic self-evaluation is embedded in procedures, including the analysis of student assessment data to drive curriculum change and to address gaps in students' learning.
- Leaders know the school well and have addressed the areas for improvement identified in the previous report. They have a clear understanding of the priorities for further improvement.
- The monitoring of lessons and scrutiny of work ensures a focus on students' outcomes. This contributes to well-constructed self-evaluation process and a well-structured school improvement plan, which has appropriate measurable targets and success criteria.

Partnerships with parents and the community

Very Good

- The school is highly successful in engaging with parents. They are very active partners in their children's learning and are in school frequently, contributing to displays, exhibitions and special events. Parents expressed high satisfaction with their ability to communicate with school leaders and teachers.
- They feel they are well informed about their children's social and physical development as well as their academic progress. Those with children with SEN feel particularly well supported and guided by their IEPs. The school maintains very strong links with former students and members of the local community.
- The school has links with other Athena schools. Establishing more links beyond the school nationally and internationally is a developing area.



Governance	Good
<ul style="list-style-type: none">The school is supported and challenged by the professional colleagues within the Athena Group, who act as governors. The group also values the opinions of the local advisory board, chaired by a parent. The board is constituted from the range of stakeholders, including students and staff as well as parents. They feel their voice is heard and so contribute to school development. With regular weekly, monthly and annual reporting by school leaders, governors are well-informed and able to hold leaders accountable for the school's performance.	
Management, staffing, facilities, and resources	Good
<ul style="list-style-type: none">Most aspects of day-to-day management of the school are well organised and support students' outcomes. The school is appropriately staffed with additional appointments of leaders to support the curriculum and provide more electives for older students.These additional appointments have also helped to reduce teachers' workloads and support their wellbeing. This aligns with the school's vision of inclusion. All teachers are well qualified and supported by ongoing continuous professional development (CPD) and links with other Athena schools.The premises are well designed and maintained. Recent investment has focused on the provision of additional IT resources with online learning still in development.	
Areas of Strength:	
<ul style="list-style-type: none">The commitment and determination of the principal, senior and middle leaders to ensure a fully inclusive school.The well-constructed self-evaluation process which has appropriate measurable targets and success criteria.The support of parents who are fully engaged as partners in learning.The positive impact on teaching and learning of the investment in CPD.	
Areas for Improvement:	
<ul style="list-style-type: none">Improving access to all areas of the Elementary building.Exploring further the school's future online learning requirements.	



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has 8 teachers for AFL and 2 teachers for ASL. The teacher to student ratio is 1:71. The school is fully aware of and supports the Arabic language targets in the UAE National Agenda. Arabic is integrated into relevant subjects, including those to do with UAE heritage and culture.
- The library has both online and hard copy texts. Students have access to 2500 books and the reading platforms like I READ and ALEF. There are levelled books for all groups of students. The librarian often conducts and responds to surveys about the students' preferences of books.
- Parents have access to Arabic teachers when they have concerns about their children's progress. Students who do not make sufficient progress are assessed to determine the level and the type of intervention required. The progress of these students is checked regularly.

The school's use of external benchmarking data

- Nearly all students participate in a variety of international tests and examinations. The external assessments include the Cognitive Abilities Test (CAT4), Arabic IBT, TALA, Mubakkir, and MAP tests in English, mathematics and science.
- Students are well-informed and prepared for these assessments. Information from the assessments is integrated into the school's reporting system and assessment policy. They participate in review sessions, triangulating their external, internal and CAT4 results and setting individual targets.
- Communication with parents takes place through end of semester reports and at parent and teacher meetings.
- Teachers have modified the curriculum to align with the external assessments. Students are emotionally and academically prepared appropriately for assessments.

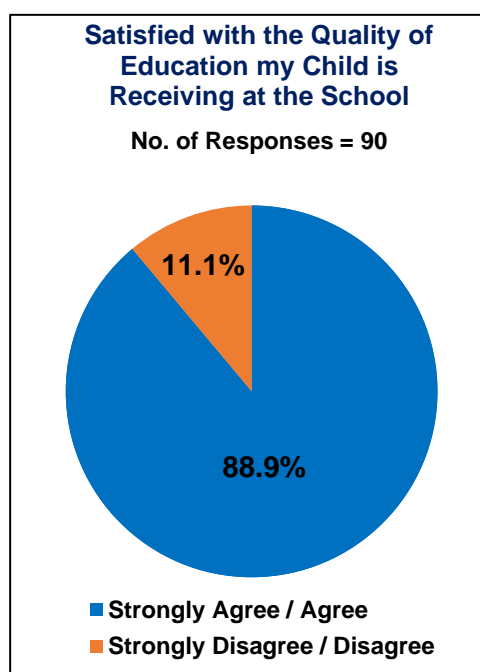
Provision for KG

- The KG section has 94 students, 7 teachers, and 6 teaching assistants, which allows a ratio of 1:13. Children with SEN are expertly supported and cared for. All teachers are well qualified and trained in delivering the American KG curriculum. Shadow teachers and teaching assistants receive training from the school inclusion team as well as outside training providers to ensure effective support is provided.
- Provision in KG includes a dynamic activity room and dedicated spaces for children's projects and learning displays. Each classroom features distinct areas for role play, learning centres, construction, investigation, reading, and science exploration, along with specialised Arabic sections. A storage room holds recycled materials and sustainable tools for activities. Indoor activities focus on physical and hands-on tasks, while classrooms offer electronic boards, display areas, and technological devices. A UAE heritage area is prominently displayed in the main hallway.
- The outdoor provision includes a well-equipped play area for outdoor exercise and the development of gross motor skills. There is a nature exploration area with a sensory garden equipped with magnifying glasses and binoculars for scientific inquiry.



- Transition to Grade 1 is well supported by conducting meetings involving KG and Grade 1 teachers and parents. Collaborative efforts prioritise essential curriculum standards for KG2 children to review before Grade 1. Towards the year-end, teachers gradually introduce Grade 1 routines to KG2 children. Classroom visits facilitate familiarisation with new environments and teachers. Regular newsletters update parents on curriculum insights and transition tips. Individual meetings address specific needs and concerns, with personalised guidance for parents.

VIEWS OF PARENTS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise attainment in all areas so that it is more closely aligned to students' progress by:
 - developing students' learning skills to encourage independence and self-reliance.
 - encouraging students' productive research skills, assisting them to extract key information from reliable sources, rather than merely copying information.
 - developing critical thinking.
 - providing more opportunities for students to lead their learning, developing their oral presentation skills and sharing the outcomes of their research.
- Ensure the engagement of all students, particularly boys in Middle by:
 - using assessment data more accurately to identify individuals' strengths.
 - matching learning activities to students' abilities and needs.
 - increasing practical learning opportunities.
- Ensure that the more able students, including G&T and higher achievers are appropriately challenged by:
 - improving the identification of G&T students.
 - using data more precisely to determine individuals' levels of attainment and plan next steps in their learning.
 - integrating more innovation activities during lessons across the curriculum.
 - considering ways in which online learning can be extended.
 - exploring how links beyond the school in the local, national, and international communities might be utilised to enhance students' learning opportunities.



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.