



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Al Dhaid Private School
19 - 22 February 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	20
Performance Standard 5: the protection, care, guidance and support of students	22
Performance Standard 6: Leadership and management	24
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	105
	School location	Al Dhaid, Sharjah
	Establishment date	1999
	Language of instruction	Arabic
	School curriculum	Ministry of Education (MoE)
	Accreditation body	-
	Examination Board	-
	National Agenda Benchmark Tests/ International assessment	IBT, PISA, TIMSS
	Fee range	3,300 - 14,300 AED
	Staff	Principal
	Chair of Board of Governors	Badreya Al Dhanhani
	Total number of teachers	61
	Total number of teaching assistants	2
	Turnover rate	12%
	Main nationality of teachers	Egyptians
	Teacher: student ratio	1:18
	Total number of students	1100
	Total number of students per cycle	KG: 178 Cycle 1: 386 Cycle 2: 281 Cycle 3: 255
	Number of Emirati students	80
	Number of Emirati students per cycle	KG: 11 Cycle 1: 19 Cycle 2: 28 Cycle 3: 22
	KG: number and gender	Boys: 97 Girls: 81
	Cycle 1: number and gender	Boys:197 Girls: 189
	Cycle 2: number and gender	Boys:152 Girls: 129
	Cycle 3: number and gender	Boys:149 Girls: 106
	Nationality groups	1. Egyptian 2. Syrian
Total number of students with special educational needs	10	



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 181 lesson observations, 41 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is an improvement since the previous review visit of 2018. The implementation of the self-evaluation form (SEF) and school improvement plan (SIP) by the school leaders, teachers and governors have resulted in good improvement in students' achievement in most subjects. Senior leaders support staff and hold most of them accountable for students' performance. The training for teachers and improved quality of teaching and assessment are helping students to make good progress. The supportive learning environment and the very good relationships throughout the school result in good personal and social development opportunities for students. The curriculum is broad and relevant. The protection, care and guidance of students is good.

KEY AREAS OF STRENGTH:

- Improved students' achievement in most subjects.
- Students' attitudes to learn, behaviour and their appreciation of Islamic values and UAE culture and heritage.
- Improvement in teaching, assessment and curricular provision.
- The attention the school gives to the protection, health, safety and wellbeing of students.
- The leaders' clear vision and improved school's effectiveness.

KEY AREAS FOR IMPROVEMENT:

- Further improvement to students' attainment across the school and their achievement, especially in English and science in KG and Cycle 1.
- Further development in the use of assessment in teaching to help students make the best possible progress that they are capable of.
- Improvement to the quality of middle leaders to strengthen their monitoring systems.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good overall. In lessons and students' work, the majority of students make better than expected progress in all cycles.• Internal assessment data indicates that attainment is very good overall. This is not evident in lessons and students' work, where most students attain levels that are in line with curriculum standards. There is no external assessment data for this subject.• In KG, children can recite short verses from the Holy Qur'an and understand their meaning. They know about the five Pillars of Islam and explain why the months of Sha'ban and Ramadan are holy months. In Cycle 1, students can refer to the Noble Hadeeth to justify their ideas and beliefs and know about the life of the Prophet Muhammad (PBUH). Few students cannot read verses from the Holy Qur'an, using Tajweed rules. In Cycle 2, students can recall and recite longer verses from the Holy Qur'an and show appropriate knowledge of Islamic values and principles such as respect, honesty and sympathy. In Cycle 3, students confidently memorise and recite verses from the Holy Qur'an, following Tajweed rules, and know about the Islamic belief and virtues such as co-operation and the importance of thinking carefully before decision-making. A few students cannot provide evidence from the Noble Hadeeth to support their understanding related to the importance of tolerance in Islam in Cycles 2 and 3. Students' knowledge of Islamic etiquette is developed across the school.• The majority of groups of students make better than expected progress. High-attaining students do not make the progress that they are capable of.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's understanding of the holy months in Islam, in KG.• Students' knowledge of moral values and etiquette across the school.	<ul style="list-style-type: none">• Students' recitation skills, including Tajweed rules, particularly in Cycle 1.• Students' ability to provide evidence from the Noble Hadeeth to support their views in Cycles 2 and 3.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a First language (AFL) is good overall. In lessons and students' work, the majority of students make better than expected progress. This does not match with the school's assessment information that shows very good progress overall.• Internal assessment data indicates very good attainment in all cycles. This is not evident in lessons and students' work, where most students attain in line with curriculum standards. There is no external assessment data.• The majority of students make better than expected progress. In KG, children know the alphabets and their sounds, can read and write simple words and sentences using new vocabulary they have learned. In Cycle 1, students confidently express their views and listen attentively to others. They can read simple texts and explain their meanings correctly. A minority of students cannot read the text using correct grammar. In Cycle 2, students read expressively, analyse texts correctly and explain their findings. In Cycle 3, students read fluently, explain the grammatical concepts and hold discussions and use persuasive language to convince others. Students' spelling and ability to write for different purposes are less well developed across all cycles.• The majority of groups of students make better than expected progress. The gifted and talented (G&T) students are not sufficiently challenged.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's phonics skills in KG.• Students' reading and comprehension skills in Cycle 3.	<ul style="list-style-type: none">• Students' reading following correct grammar in Cycle 1.• Students' spelling and extended writing skills across the school.



Social Studies

- Students' achievement in social studies is good overall. In lessons and students' work, the majority of students make better than expected progress in all cycles. This does not match with the internal assessment data, which indicates that students make very good progress overall.
- Internal assessment data indicates that attainment is very good in all cycles. This is not evident in lessons and students' work, where most students attain levels that are in line with curriculum standards in KG, Cycles 1 and 2. The majority of students attain above the curriculum standards in Cycle 3. There is no external assessment data for this subject.
- In KG, children appreciate the role of H.H. Sheikh Zayed Bin Sultan Al Nahyan (RIP) as the Founder of the UAE, talk about the seven Emirates and know how the colours on the flag stand for unity and courage. In Cycle 1, students know that the Emirates differ from one another, based on the demography of the areas and its attractions to tourism. In most grades, students know about the UAE borders with neighbouring countries and understand the importance of trade in the UAE and beyond. A few students have not fully developed their mapping skills. In Cycle 2, students can compare between the UAE history in the past and the present and are knowledgeable about H.H. Sheikh Zayed Bin Sultan Al Nahyan (RIP) biography. A few are unable to tease out the 'pros' and 'cons', for example, related to volunteering in education in the past and nowadays. In Cycle 3, students develop good understanding about the importance of taking care of Al Ain Oasis to protect the biodiversity and ecosystems in the UAE.
- The majority of groups of students make better than expected progress. High attaining students do not always receive sufficient challenge to accelerate their progress.

Areas of Strength

- Students' knowledge of UAE society and history across the school.
- Students' knowledge of the life of H.H. Sheikh Zayed Bin Sultan Al Nahyan (RIP) across the school.

Areas for Improvement

- Students' skills in analysing maps in Cycle 1.
- Students' ability to explore the benefits and disadvantages of volunteering within education in the past and the present in Cycle 2.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. Internal assessment data shows that progress is very good in all cycles. This does not match with the progress seen in lessons and students' work, where most students make the expected progress across the school.• Internal assessment data shows that attainment is very good in all cycles. In lessons and students' work, most students attain in line with curriculum standards in all cycles. IBT examination results show that students' attainment is above average in all grades, except in Grade 9, which is below. The school has not received the TIMSS and PISA results for 2023.• In KG, children recognise the letters and the sounds they make and learn new words. They use simple words and phrases to express their views. In Cycle 1, students listen attentively, and can read and understand the overall meaning of short and simple texts. In Cycle 2, students can read simple texts aloud and infer the meaning of new vocabulary when reading familiar texts. A minority of students cannot read clearly and with intonation. In Cycle 3, students confidently participate in extended discussions using correct language structures. They can read texts and extract the most important information about characters and events. In KG, Cycles 1, and 2 students' speaking, and pronunciation skills are less developed. Across the school, students do not write for different purposes and genres to improve their creative writing skills.• Overall, most groups of students make the expected progress. In Cycles 2 and 3, girls make better than expected progress when compared to boys.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's knowledge in KG of letters and the sounds they make.• Students' reading and analytical skills in Cycle 3.	<ul style="list-style-type: none">• Students' speaking skills in KG and Cycles 1 and 2.• Students' reading skills with expression and intonation in Cycle 2.• Children's and students' writing skills across the school.



Mathematics	<ul style="list-style-type: none">Students' achievement in mathematics is good overall. In lessons and students' work, the majority of students make better than expected progress in all cycles. This does not match with the school's internal assessment data, which indicates that students make very good progress overall.Internal assessment data shows that attainment is very good in all cycles. This is not observed in lessons and students' work, where most students attain levels that are in line with curriculum standards in KG, and Cycles 1 and 2, except for Cycle 3 where the majority of students attain above curriculum standards. IBT examination results for 2023 indicate that attainment is above average in Grades 3, 4, 7 and 10 and in line in Grades 5, 6 and 9. Students participated in PISA and TIMSS examinations in 2023, and the results are not made available to the school.Across the school, the majority of students make good progress overall. In KG, children can count to a given number, recognise numerals and add sets of objects correctly. In Cycle 1, students can tackle operations related to UAE currency and fractions. A minority of students have not mastered their multiplication facts to solve problems involving equations during mental mathematics. In Cycle 2, students continue to solve problems related to equations and polygons. Few students have not fully developed their reasoning skills. In Cycle 3, students are confident to tackle and solve problems, including trigonometry, vectors and calculus.The majority of groups of students make better than expected progress. High attaining and G&T students do not always progress as well as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Children's knowledge of numbers, in KG.Students' ability to solve complex operations, in Cycle 3.	<ul style="list-style-type: none">Student's multiplication skills to tackle mental mathematics, in Cycle 1.Students' ability to show their calculations methodically, in Cycle 2.



Science	<ul style="list-style-type: none"> Students' achievement in science is acceptable overall. In lessons and students' work, most students make expected progress in KG and Cycle 1, and the majority of students make better than expected progress in Cycles 2 and 3. This does not match with the school's data which shows that the progress is good in all cycles. The school's internal assessment data shows that attainment is good in KG and Cycle 3, and very good in Cycles 1 and 2. This is not seen in lessons and students' work, where most students attain in line with curriculum standards in all cycles. Students from Grades 3 -10 took part in IBT examinations in 2023, and their attainment was above average in all grades. The school took part in PISA and TIMSS examinations in 2023, and the results are not made available to the school. In KG, children learn about parts of their bodies and their functions. They do not have enough access to practical resources to explore. In Cycle 1, students develop basic understanding of scientific concepts. They describe the transfer of light in straight lines and explain the refraction of light between two different mediums. A few students cannot differentiate between the shape and the function of concave and convex lenses. In Cycle 2, students can classify different types of plants and differentiate between vascular and non-vascular ones. In Cycle 3, students demonstrate good understanding of the oxidation reduction reactions in the voltaic cells. They explain the function of the salt bridge in electrochemical cells and take part in experiments. In Cycles 2 and 3, students' investigation and laboratory skills are not fully developed. Most groups of students make expected progress in KG and Cycle 1, and the majority of groups in Cycles 2 and 3 make better than expected progress. High-attaining and G&T students do not always receive highly challenging tasks to stretch their ability. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Children's knowledge about how their bodies work, in KG. Students' knowledge of the classification of plants, in Cycle 2. 	<ul style="list-style-type: none"> Children's first-hand experiences to explore things for themselves in KG. Students' ability to explain the function of lenses, in Cycle 1. Students' ability to investigate, experiment, record and conclude in Cycle 2 and 3.



Other subjects	<ul style="list-style-type: none">Students' achievement in other subjects is good overall. Internal assessments indicate that students' progress is good overall. In lessons, the majority of students in all cycles make better than expected progress in physical education (PE), music, computing and moral education. In art, most students make the expected progress.Internal assessment data shows that attainment is good in PE and moral education and acceptable in other subjects. This is similar to the levels of attainment observed in lessons.In PE, KG children develop good gross motor skills, move their bodies safely and compete well in games. In Cycles 1 to 3, students develop good ball skills, gymnastics and enjoy competitions. In Music, KG children sing the National Anthem clearly and engage well in multi-cultural songs and rhymes. In Cycle 1, students learn about the music of the UAE and other countries. In Cycles 2 and 3, students lead music performances to celebrate special events, including National Days. In computing, KG children use computers to support their language skills. In Cycle 1, students use robots to understand sequences in programming. Across the school, students use learning technologies well, including ALEF platform, to support and to assess their work. In art, across the school, children and students learn to draw, paint and make collages, exploring materials and textures. They are less skilled in developing new ideas in their art. In moral education, students in all cycles learn about tolerance in the UAE, perseverance and respect for the cultural diversity around them.The majority of the groups of students make better than expected progress. In Cycles 2 and 3, girls produce good quality work in weaving and observational paintings when compared to boys.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Children's enjoyment of songs and rhymes in KG.Students' physical skills and their competitions across the school.	<ul style="list-style-type: none">Students' innovation skills in art across the school.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are good overall across the school. Students enjoy learning and are responsible and motivated to learn. They respond well to their teachers' suggestions and willingly improve the quality of their work. In KG, children are keen to learn and respond positively to their teachers.• Students work in pairs and small groups, collaborate and can communicate their learning clearly across all cycles. A minority of students, particularly in English find it difficult to express their views to the whole class.• Most students make useful links between the real world and other subjects. For example, in KG, children talk about having enough sleep at night to help them grow and refer to how the human brains need rest during the night. In Grade 6, students explore the differences between the UAE climate with other world countries, highlighting the issues related to climate change.• There are some good examples of students developing their critical thinking, for example, to solve polygons and equations in mathematics and to think critically when offered open-ended questions. Students innovate and use their imaginations when opportunities arise. Innovation and critical thinking skills are less well developed across the school. Students take part in enterprise activities, for instance, to manage projects about raising funds for charities. They use learning technologies well to research, to find out things for themselves and to assess their own learning.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' enthusiasm and responsibility for their own learning in all cycles.• Students' connections with other subjects and their daily life situations across the school.• Students' use of learning technologies to research and assess learning across the school.	<ul style="list-style-type: none">• Students' ability to interact in different situations, especially in English across the school.• Students' further development of their innovation and critical thinking skills in all cycles.



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none"> Students demonstrate responsible attitudes to learning across the school. They behave well in lessons and around the school, and at times the behaviour is very good, particularly in Cycles 2 and 3. Students relate very well to each other and show empathy to others across the school. In KG, children share and take turns fairly on resources and make friends to play with. Bullying is rare. Students feel safe and secure in school. Students demonstrate a good understanding of safe and healthy lifestyles. They take part in sports and lead on events such as Diabetes and Heart Days to emphasise the importance of healthy living. In KG, children know they need to wash their hands before eating to reduce the spread of germs. Across the school, a few students consume unhealthy snacks that they bring from home. Across the school, attendance at 94% is good. Students arrive at school on time and are punctual to assemblies and lessons. As a result, learning flows without interruption. 				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none"> Students have a clear understanding and appreciation of Islamic values and how they influence life in UAE society. Students understand that calling for prayer is a reminder for Muslims to pray for Allah (SWT). They respectfully take part in Duaa. In KG, children know etiquettes for Ramadan and that Mecca is a holy place for Muslims to visit. Students show a good knowledge and understanding of the UAE culture and heritage. They sing the National anthem, salute the flag and appreciate the great efforts of the UAE Rulers to improve the quality of education, health and housing. In KG, children can name the Rulers of the UAE and the seven Emirates; and refer to H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) as the Father and the Founder of the UAE. Students demonstrate a good understanding, awareness and appreciation of their own culture and lifestyles. Through a range of activities, such as cultural days, history and geography lessons, students learn about other world cultures. 				



Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none">• Across the school, students participate willingly in activities as evident in their roles such as classroom leaders, scouts, school councillors and assembly organisers. They volunteer in activities to support the local community. For example, they participate in raising funds to help other families in need.• Students enjoy their work, and they initiate and manage projects. For example, in Grade 10, students learn about how to design business activities and seek advice to improve their work. Students' innovation in lessons is less strong across the school.• Students keep their school free of litter. They take part in recycling paper to save the environment and help in watering the school's garden that they have planted themselves. In KG, children know they need to save water and electricity when not in use to save the Earth. Older students are taking part in sustainability projects such as their contributions to COP28.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' attitudes to learning, their behaviour and relationships.• Students' knowledge and understanding of the Islamic values and the UAE culture and heritage.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' further improvement in their knowledge about the importance of healthy eating and its impact on health and well-being.• Students' innovation skills in lessons.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good	Good	Good

- Most teachers have good knowledge of their subjects and understand how students learn them. In KG, teachers have attended training and know how children learn and develop. Teachers plan detailed lessons with clear learning objectives that they share with students so that they know what is expected of them. They create a positive environment where students are keen to learn. Teachers use the available resources and time well to support students' learning.
- Teachers encourage students' interactions and dialogue. As a result, most students engage well in their activities and share their findings with others. Teachers use questions well to check students' understanding and to deal with misconceptions when they arise.
- In most subjects, teachers plan appropriate challenging lessons so that they can meet the needs and abilities of students. Consequently, students achieve their learning objectives and make rapid progress. In the less effective lessons, teachers do not consistently plan tasks that fully match the needs and abilities of most groups of students.
- Teachers provide good opportunities for students to work independently and to improve their problem-solving skills. Critical thinking and innovation skills are less well-developed.

Assessment	Good	Good	Good	Good
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- The school's internal assessment procedures are in place and link to the curriculum standards. In KG, teachers observe children when they start school and receive information from parents about their children's strengths and any needs they might have. The ongoing assessments across the school help teachers to identify what students know and need to learn next. The school takes part in external assessments such as IBT, PISA and TIMSS to benchmark students' performance against international standards.
- The school leaders analyse the assessment data for individuals and groups, share the analysis of such assessment data with teachers to set improvement goals and to modify the curriculum. In the best lessons, for example, in a social studies lesson in Grade 6, teachers use the assessment information effectively to plan tasks that meet the needs and abilities of most groups of students. In the less effective lessons, such practice is less consistent.
- Teachers know students' strengths and what they need to improve. Oral feedback is constructive, and students correct their work accordingly. Self and peer assessment are well-embedded, and plenaries are regular and effective. Marking of written work does not always explain to students how to improve their work.



Areas of Strength:

- Teachers' interactions with students and the way they create a positive environment for learning.
- Teachers' oral feedback to students in lessons.

Areas for Improvement:

- Teachers' consistent use of assessment data to match tasks to students' abilities and needs.
- Teachers' further development of students' critical thinking, innovation and use of diagnostic feedback.

PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none">• The curriculum is reasonably broad, relevant and meets the MoE statutory requirements. In KG, the curriculum is age-appropriate, and provides a good range of opportunities for children to develop their knowledge and skills in most subjects. The provision for English and science are adequate. The curriculum is planned and provides good progression and continuity in most subjects and is adequate in English across the school.• The school provides older students with Advanced stream, and there are firm plans to offer General stream in the near future. The educational program offers carefully planned cross-curricular links enabling students to transfer knowledge and skills across subjects and wider world experiences. For example, in a Grade 4 mathematics lesson, students make useful links with the UAE currency to exchange money, and in an Arabic lesson in KG, children make connections with Islamic education related to treating people and animals with care.• The school has conducted regular reviews of its curriculum. This has led to a positive impact on students' achievement in most subjects. The impact of such reviews is not yet effective in English across the school and science in KG and Cycle 1.				
Curriculum adaptation	Good	Good	Good	Good



- The school has modified aspects of its curriculum, for example, to provide the opportunity for children and students to improve their Arabic and mathematical skills. Such modification is also notable in the teaching and learning of the UAE culture and heritage and students' knowledge of the Islamic ethos and values across the school. Adaptation is less consistent, particularly in English and to consistently meet the needs and abilities of most groups of students.
- The curriculum provides a good range of activities to enhance students' learning, including reading in Arabic, recitation of the Holy Qur'an, music and sports competitions. The school also offers enterprise events such as raising funds to donate to Red Crescent to support families in need. Assemblies provide creative moments for students to lead on assemblies and to strengthen their leadership skills. Innovation is not a strong feature in lessons across the school.
- The school has established meaningful links with the Emirati culture and UAE society. This helps students to strengthen their knowledge and understanding of the UAE culture, heritage and history. This is evident in the way the school celebrates events, including the Martyr, Flag and National Days.

Areas of Strength:

- The enrichment of the curriculum to meet students' aspirations.
- The connections with the UAE culture and heritage.

Areas for Improvement:

- The consistent review and adaptation of the curriculum to meet the needs of most groups of students.
- Planning and embedding of innovation 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	Good
<ul style="list-style-type: none">The school has comprehensive safeguarding policies and procedures, including child protection, behaviour management and anti-bullying. They are made available to staff, parents and others. Staff have received relevant training in safeguarding to help them understand the procedures to follow if an issue related to child protection arises. The school provides parents with information to help them know how to keep their children safe, for example, on e-safety, and helping students learn about cyber-bullying.The school's health and safety teams conduct thorough checks on the premises and resources and undertake regular fire drills to ensure that staff and students can leave the buildings safely in an emergency. Staff supervise students in all parts of the school and on school transport. The school keeps detailed records of health and safety assessments, including accidents, incidents and subsequent actions. The school is accessible and well maintained; and the learning environment is conducive to learning.The school promotes healthy living effectively. Students actively take part in physical activities, including sports competitions. The assemblies and lessons emphasise the importance of healthy diets and exercise. A few students do not make healthy and informed choices about the food they bring from home. The school takes appropriate measures to ensure that drinking water is made available to students.				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">Relationships between students and staff are respectful and cordial. Teachers and other staff implement behaviour management strategies effectively, and deal with undesirable behaviour in a professional manner. As a result, students are clear about the code of conduct and respect the rules.The school has clear procedures in place to promote attendance and punctuality. Consequently, overall attendance is good, and students are punctual to school.The school has updated its policies and procedures related to the identification of students with special educational needs (SEN) and G&T students. The school has recruited a child psychologist and a teacher to oversee the provision of SEN.				



- In the best lessons, teachers adapt the tasks for students with SEN and monitor their progress to ensure they learn well. This is not always consistent. G&T students have the opportunity to meet their aspirations, through extra-curricular activities such as taking part in reading in Arabic, Islamic recitation competitions, sustainability project and sports. G&T students do not receive sufficient challenge in lessons to accelerate their learning.
- Students receive good personal and academic guidance and support. Transition arrangements are well-established across the school. This enables students to be familiar with the school's routines and processes. Staff provide secondary students with good quality personalised advice and guidance about career choices and higher education pathways.

Areas of Strength:

- The attention the school gives to students' welfare, health and safety.
- Staff-student relationships and behaviour management.

Areas for Improvement:

- The monitoring and support on the importance of healthy eating.
- Support for students with SEN and challenge for the G&T students in lessons.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- The principal and his leadership team share a clear vision and strategic direction that they share with the school's community. The school is committed to inclusion and delivering the UAE national priorities, as evident in the way students take part in external assessments. Most leaders demonstrate good knowledge of the curriculum and best practices in teaching, learning and assessment. 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 next steps. The school provides a positive ethos where staff and students can work in mutual respect. Relationships between the school community are professional, and morale is very positive.
- The school leaders have addressed barriers to learning, for example, in the way they have introduced more phonics and handwriting in Arabic and English and provided good learning experiences for students to improve their mathematical skills across the school. They demonstrate a good capacity to improve. The school has improved all aspects of the school's work from acceptable to good in most subjects, and from weak to acceptable in English and science in KG. All standards have improved from acceptable to good overall. Statutory and regulatory requirements are met.

Self-evaluation and improvement planning

Good

- Self-evaluation includes the views of teachers, parents, students and other stakeholders. This helps the school to identify its strengths and areas for improvement and to analyse its key priorities. The self-evaluation form (SEF) is a live document and is reviewed regularly by the school. The school improvement plan contains actions and a system for monitoring and evaluation. The plans are comprehensive and driven by the heads of school. The senior leaders observe teachers and offer them feedback to help improve students' achievement. There are variances in consistency across the school. The school has shown good improvements over time.



Partnerships with parents and the community	Good
<ul style="list-style-type: none">The school engages parents well in supporting their children's education. The parents' association actively involves parents in events to support the work of the school such as organising special events about Eid and National Days, and to discuss their priorities and views that may influence decisions. Communication channels are well-embedded. Parents appreciate the open-door policy to approach the leadership team and other staff for support whenever needed. Teachers have termly meetings with parents to discuss their children's reports, including achievements in all subjects, strengths and next steps for improvement.The school works effectively with other schools following the MoE curriculum and has established strong links with agencies to support the school in health and safety. Leaders have formed links with international institutions to enhance its English curriculum and students' learning.	
Governance	Good
<ul style="list-style-type: none">Governance includes the owner and representatives from teachers, parents and other stakeholders. There is no representation from students. 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. Governors act as critical friends.	
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none">All aspects of the day-to-day management of the school and its processes are well-organised. Staff are suitably qualified and attend regular training. Training does not fully match the needs of a few of the middle leaders and teachers in school. The school premises and facilities are suitable for teachers to use effectively to support learning. There are not enough practical resources to facilitate teaching and learning, especially for science in KG and Cycle 1.	
Areas of Strength:	
<ul style="list-style-type: none">The leaders' clear vision and the professional relationships across the school.Improved partnerships with parents and governance.The day-to-day management of the school.	
Areas for Improvement:	



- The specific training for teachers and middle leaders, their use of assessment, and their monitoring systems.
- The representation of students within the governing body.
- The provision of extra practical resources, particularly for science in KG and Cycle 1.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The staffing provision for teaching Arabic across the school is 11 teachers with a teacher to student ratio of 1:100. Most teachers are from Egypt.
- There are about 3,500 books for Arabic readers in the library, including fiction and non-fiction books. Older students use computers for research, and to read independently and for pleasure.
- In Cycles 1 and 2, students attend the library for at least one lesson per week with their teachers. The school also uses Alef reading platform to help students read in school and at home with their parents. In KG, teachers of Arabic involve children in reading and comprehension.
- The assemblies provide the opportunity for students to read stories and poems they have created themselves. The Arabic department organises regular special reading events, including competitions such as reading challenges in school and beyond.

The school's use of external benchmarking data

- The school ensured that all students from Grades 3 to 10 participated in IBT examinations in 2023. Results show that in English, attainment was above average in all grades, except for Grade 9 that was below; above average in science in all grades; and in mathematics was above average in Grades 3, 4, 7 and 10 and in line in Grades 5, 6 and 9.
- The school took part in PISA and TIMSS examinations in 2023 and has not received any results at this stage.
- The school has delivered training for teachers, particularly for English, mathematics and science to further improve their teaching practices and to use questions from previous assessment papers such as IBT to help students develop their understanding of the terms used in assessment and to be 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

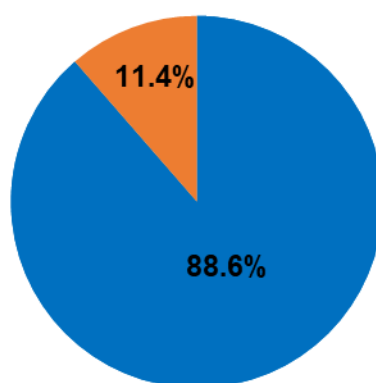
- KG provision consists of 2 KG1 and 4 KG2 classrooms. There are two classroom assistants who provide support to children when required. The adult to child ratio is 1:30. The school has recruited a teacher with responsibility to oversee the provision of KG and to liaise with parents when required.
- KG classrooms are refurbished and provide a suitable range of resources. These include reading corners, construction kits and malleable resources. There are not many practical resources for children to use in their classrooms, particularly for science.
- The outdoor area is large and benefits from a sheltered area. Children have regular access to climbing frames and a range of play equipment to improve their gross motor skills. Some parts of the outdoor space are used as an outdoor learning classroom, for example, to undertake creative activities.
- The school invites parents and their children to visit the provision and to discuss any needs or worries their children might have. Parents receive information about the school's policies and routines. Transition arrangements from KG2 into Grade 1 are well-established. Children visit their new classes and meet their teachers before starting the new academic year.



VIEWS OF PARENTS

Satisfied with the Quality of Education my Child is Receiving at the School

No. of Responses = 377



■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve further students' attainment to at least good or better and achievement in English across the school and science in KG and Cycle 1 by:
 - offering more activities for children and students to practise their speaking, reading and writing skills in Arabic and English.
 - providing more tasks for students in Islamic education to recite verses from the Holy Qur'an, using Tajweed rules and to provide evidence from the Noble Hadeeth to support their findings; and in social studies to show students how to locate sites on maps and to compare between education in the past and present in the UAE.
 - assisting students in mathematics to learn multiplication facts to aid their mental maths and to show their calculations in detail; and in science to provide more practical tasks for children and students to experiment, and for older students to hypothesise, investigate and to report.
 - giving children and students more chances to strengthen their learning skills, including communication in English, innovation and critical thinking skills across the school.
- Improve further the impact of teaching and assessment on achievement by:
 - ensuring that teachers consistently use the assessment data with rigour to plan lessons that meet the needs and abilities of all groups of students.



- ensuring that teachers support innovation and critical thinking skills across the school.
- ensuring that teachers continue to adapt the curriculum to cater for the needs and abilities of most groups of students.
- reminding teachers to offer constructive suggestions on students' written work.
- Improve further the impact of the middle leadership by:
 - providing specific training that match the needs of teachers and middle leaders, especially in English to strengthen their teaching and to improve their monitoring systems.
 - ensuring that students are represented within the governing body and providing more practical resources that support teaching and learning in science in KG and Cycle 1.

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.