



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

AL DHIA AL ILMIYA PRIVATE SCHOOL
LLC

19 – 22 February 2024

**Overall
Effectiveness:
ACCEPTABLE**





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PURPOSE AND SCOPE

Sharjah Private Education Authority (SPEA) is grateful to Sharjah private schools and their stakeholders including students and their parents, teachers and staff, school leaders and governors for sharing their views of the school and engaging with our review teams during this School Performance Review (SPR). This report shares the findings of this four-day review. It identifies strengths and areas for improvement along with strategic recommendations intended to help the school bring about its own improvement.

Purpose

The main purpose of this SPR is to assist schools in their continuous improvement journey through an external validation of their progress, quality and capacity to improve in the context of Sharjah Private Education Authority's (SPEA) vision to achieve *'Excellence in Education'* by 2024. SPEA has been a pioneer in supporting the private education sector in Sharjah, driven by its mission of *'Enabling the learner's community to grow and achieve aspiring outcomes through supportive and effective services'*. This new and innovative approach to school review is an important part of our strategy for achieving this vision because it supports continuous school improvement.

Scope

This review is guided by Performance Standards 1 to 6 and seventeen related Performance Indicators taken from the 2015-16 UAE School Inspection Framework. These Performance Standards relate to Student's achievement, Students' personal and social development, and their innovation skills, Teaching and assessment, Curriculum, The protection, care, guidance and support of students, and Leadership and management.

The findings relating to the six Standards and their associated Indicators will provide judgements based on the six-point scale in the UAE School Inspection Framework. These judgements will help schools understand the impact of their provision on students' academic and personal outcomes.

Where applicable, the SPR also gathered information about the provision for Arabic language, the school's use of international benchmarking data, and the provision for KG.



THE SCHOOL PERFORMANCE REVIEW PROCESS

The SPR uses the six Performance Standards (PS) and seventeen Performance Indicators (PI) from the UAE School Inspection Framework issued in 2015, as follows:

Performance Standard 1: Students' achievement, comprising:

- PI 1.1 Attainment
- PI 1.2 Progress
- PI 1.3 Learning skills

Performance Standard 2: Students' personal and social development, and their innovation skills, comprising:

- PI 2.1 Personal development
- PI 2.2 Understanding of Islamic values and awareness of Emirati and world cultures
- PI 2.3 Social responsibility and innovation skills

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

- PI 4.1 Curriculum design and implementation
- PI 4.2 Curriculum adaptation

Performance Standard 5: The protection, care, guidance and support of students, comprising:

- PI 5.1 Health and safety, including arrangements for child protection/safeguarding
- PI 5.2 Care and support

Performance Standard 6. Leadership and management, comprising:

- PI 6.1 The effectiveness of leadership
- PI 6.2 Self-evaluation and improvement planning
- PI 6.3 Partnerships with parents and the community
- PI 6.4 Governance
- PI 6.5 Management, staffing, facilities and resources

Judgements

The judgements stated in this report use the following six-point scale.

Outstanding | The quality of performance substantially exceeds the expectations of the UAE





Very good	The quality of performance exceeds the expectations of the UAE
Good	The quality of performance meets the expectations of the UAE
Acceptable	The quality of performance meets the minimum level required in the UAE
Weak	The quality of performance is below the expectation of the UAE
Very weak	The quality of performance is significantly below the expectation of the UAE

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

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



SCHOOL INFORMATION

School	School ID	192	
	School location	Al Ghubaiba, Sharjah	
	Establishment date	2011	
	Language of instruction	Arabic	
	School curriculum	Ministry of Education (MoE)	
	Accreditation body	-	
	Examination Board	N/A	
	National Agenda Benchmark Tests/ International assessment	IBT, TALA, Mubakkir, TIMSS, PISA	
	Fee range	5,154 - 12,885 AED	
	Principal	Kholoud Fahmi Mustafa	
Staff	Chair of Board of Governors	Mona Momammad Forukh	
	Total number of teachers	51	
	Total number of teaching assistants	7	
	Turnover rate	24%	
	Main nationality of teachers	Egyptian	
	Teacher: student ratio	1:15	
	Students	Total number of students	786
	Total number of students per cycle	KG:	140
		Cycle 1:	349
		Cycle 2:	261
	Cycle 3:	36	
	Number of Emirati students	8	
	Number of Emirati students per cycle	KG:	1
		Cycle 1:	1
		Cycle 2:	4
	Cycle 3:	2	
KG: number and gender	Boys:70 Girls:70		
Cycle 1: number and gender	Boys:189 Girls:160		
Cycle 2: number and gender	Boys:158 Girls:103		
Cycle 3: number and gender	Boys:21 Girls:15		
Nationality groups	1. Syrian		
	2. Sudanese		
Total number of students with special educational needs	55		



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 135 lesson observations, 49 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the same overall judgement as the previous review visit in 2023, though the school has achieved improvements in several areas in this review. The principal and senior leaders, supported by the governors, provide clear leadership for the school. As a result, almost all subjects are now making good progress in KG and in Cycle 3. Students' personal and social development and their innovation skills are now good overall. Governance is also good. A strong feature of the school is the planning and support for students with special educational needs and disabilities (SEND) who thrive in an inclusive and welcoming school and fully participate in learning. The continued emphasis by school leaders on making the school an inclusive, safe and welcoming place for students has raised attendance and maintained excellent behaviour. The school has a good capacity to continue to improve.

KEY AREAS OF STRENGTH:

- Principal and senior leaders' clear vision for the school and their commitment to providing an inclusive education for all students.
- The high standards of student behaviour and positive relationships between staff and students.
- The introduction of STEM to develop innovation and students' critical thinking.
- Governing boards' commitment to extend opportunities for learning, including provision of a science laboratory and a SEND support base.
- The improvement in students' achievement in core subjects

KEY AREAS FOR IMPROVEMENT:

- Training for class assistants to enhance their support skills for SEND students.
- Teachers consistent and effective use of data to ensure lesson planning meets the needs of all groups of students.
- Middle leaders monitoring of teacher assessment strategies.
- Student performance in national and international benchmarking exams.
- Further improvement in the facilities for KG to allow greater opportunities for group and whole class activities.
- Encouragement for students to develop a healthy lifestyle with good diet and nutrition.

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MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable overall. The school's internal data show that attainment in Cycles 1 and 2 is outstanding, and in Cycle 2 is acceptable. This does not match with that seen in lessons and in students' work. This shows most students in Cycles 1 and 2 attain in line with curriculum standards, and the majority of students in Cycle 3 attain above curriculum standards.• There is no external data for Islamic Education.• Overall, most students make the expected progress. A majority of students in KG and Cycle 3 make better than expected progress. Children in KG can recite Surat Al-Falaq accurately and follow the Islamic etiquettes while reciting The Holy Qur'an. In Cycle 1, students make expected progress and have appropriate knowledge of Islamic values and manners. They can accurately read the Noble Hadeeth although their understanding of the meaning of vocabulary is limited. In Cycle 2, students make expected progress and show understanding of the prophetic guidance in the Noble Hadeeth, they are less confident in analysing verses of the Holy Qur'an. In Cycle 3, a majority of students make better than expected progress. Students develop a deep understanding of the meaning of verses and can infer rulings and guidelines from them. Recitation skills are less well developed in Cycle 2 and 3.• Most groups of students including SEND make expected progress. Students in KG and Cycle 3 make above expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' demonstration of Islamic etiquettes while reciting the Holy Qur'an verses in Cycle 1.• Students' deep understanding of the meaning of verses in Cycle 3.	<ul style="list-style-type: none">• Students' understanding of the meaning of the Noble Hadeeth vocabularies in Cycle 1.• Students' confidence in analysing verses of the Holy Qur'an in Cycle 2.• Students' recitation skills in Cycle 2 and 3.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as first language (AFL) is acceptable overall. The school's internal data show that students make outstanding progress across all Cycles. This does not match with that seen in lessons and in students' work, where most students make expected progress in Cycle 1 and good progress in Cycles 2 and 3.• The school's internal data show that attainment is outstanding across all Cycles. This does not match with external National TALA results which indicate acceptable attainment in Cycle 1 and good attainment in Cycle 2. In lessons and their recent work, most students attain in line with the curriculum standards.• Overall, most students make expected progress. A majority of students in KG and Cycle 3 make better than expected progress. In KG children can read simple words and write letters accurately. In Cycle 1, students listen well and can identify the elements of the story. Speaking accurately using standard Arabic is limited. In Cycle 2, most students develop their understanding of the main ideas, guessing the meaning of unknown words and identifying figures of speech. Their ability to correctly use grammatical rules in writing is less developed. In Cycle 3, a majority of students can analyse poetry and identify the musical elements in the poetic text. Writing skills are less developed in Cycles 1 and 2.• Most groups of students make the expected progress, with KG and Cycle 3 making above expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's accuracy in letter formation and reading simple words in KG.• Students' in-depth analysis of poetry in Cycle 3.	<ul style="list-style-type: none">• Students' accuracy in speaking standard Arabic in Cycle 1.• Students' ability to correctly use grammatical rules in Cycle 2.• Students' writing skills in Cycles 1 and 2.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall. The school's internal data shows that students make outstanding progress across all Cycles. In lessons and in recent work most students make expected progress.• The school's internal data shows that attainment is outstanding across all Cycles. In lessons and in students' work, most students in Cycles 1 and 2 attain in line with curriculum standards and a majority of students in Cycle 3 attain above curriculum standards. There is no external data for social studies.• Most students make expected progress overall. In KG and Cycle 3, a majority of students make better than expected progress. KG children can recognise the UAE Flag and leaders. In Cycle 1, students understand and appreciate UAE culture and heritage. They have limited awareness of the importance of Abu Dhabi in the UAE. In Cycle 2, students deepen their knowledge of UAE history. Their understanding of the effort to protect the natural environment is less well developed. Students in Cycle 3 have a good understanding of the value and impact of investment in education on the UAE economy.• Overall, most groups of students make expected progress, with a majority in KG and Cycle 3 making better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding and appreciation of UAE culture, heritage and founders in all cycles.• In Cycle 3, students' in-depth understanding of the value and impact of investment in education on the UAE economy.	<ul style="list-style-type: none">• Students' knowledge of the importance of Abu Dhabi in Cycle 1.• Students' awareness of the UAE efforts to protect the natural environment in Cycle 2.



English	<ul style="list-style-type: none">Students' achievement in English is acceptable overall. In KG and in Cycle 3, most students make better than expected progress. In Cycles 1 and 2, progress is acceptable. The school's internal data shows that progress in Cycles 1 and 3 is outstanding and very good in Cycle 2. This does not match with what is seen in lessons and in students' work, where most students progress in line with expectations.The school's internal data shows that attainment is outstanding in Cycles 1 and 3 and good in KG. This does not match with the attainment seen in lessons and in students' work, which shows that most students in all cycles attain in line with curriculum standards. External IBT data shows that attainment is weak in Cycle 1, acceptable in Cycle 2 and in Cycle 3.Students make acceptable progress overall. in KG children quickly learn to identify the letters of the alphabet and participate in reinforcement language songs. In Cycles 2 and 3, most students' language skills are in line with expected curriculum standards. For example, they can answer questions using new vocabulary without the teacher's help though this skill is underdeveloped in Cycle 1. This is better developed in the girls' classes. In Cycle 3, students make good progress in reading accuracy. They can research and prepare oral presentations on class topics. Students' listening and reading skills are developed. Their ability to discuss topics fluently in Cycle 3 are well developed. Students writing at length using range of vocabulary is less developed in Cycles 2 and 3.All groups of students make the expected progress in English. Girls make better progress than boys in Cycle 2 and students make better progress in lessons where they are involved actively in their learning.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' engagement with learning across all cycles and their receptive skills.Students' ability to discuss topics fluently in Cycle 3.	<ul style="list-style-type: none">Students' ability to answer questions in more detail in Cycles 1.Students' quality of written work in Cycles 1, 2 and 3, including the use of a wider range of vocabulary.The ability of students to write creatively and at length in Cycles 2 and 3.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall. In lessons and in their work, KG children and students in Cycle 3 make better than expected progress. In Cycles 1 and 2 they make expected progress. This does not match the school's internal data for all cycles which indicates that students make outstanding progress in Cycle 1, and very good in Cycles 2 and 3.• Internal assessment data indicates attainment is outstanding in Cycle 1. This is not seen in lessons and in students' books where most students attain levels that are in line with curriculum standards. Internal assessment data and lesson observations in Cycles 2 and 3 indicate attainment is acceptable. IBT results indicate that students' achievement is slightly below Middle East (ME) average, except Grade 7, which is slightly above.• Students' overall progress is acceptable. In KG, most children can count to 25 and identify simple mathematical signs like more and equal. In Cycle 1, most students understand fractions and can divide units to equal parts and deduce a fraction representing each part. Students' reasoning skills and logical analysis in Cycle 1. In Cycle 2, most students understand the concept of volume, although they find it difficult to apply their understanding to real life. In Cycle 3, students understand the concept of multiplying polynomials by monomials and the rules governing the operation. Students in Cycle 3 find it difficult to sketch a room using computer aided design (CAD), such as the Fusion 360 programme, and link it to multiplying polynomials by monomials. Students' solving more complicated word problems related to real life is less developed across all cycles. .• Overall, most groups of students make expected progress. More able students could make better progress with greater challenge. In Cycles 2 and 3 girls make better progress than boys.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children in KG counting numbers up to 25 and identifying mathematical signs.• Students' understanding of single units, parts of a unit and fractions in Cycle 1.	<ul style="list-style-type: none">• Students' reasoning skills and logical analysis in Cycle 1.• Students' solving more complicated word problems related to real life.• Students' use of CAD in Cycle 3.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable in KG, and all cycles. Students make acceptable progress in science in KG, Cycles 1 and 2, and good progress in Cycle 3. This is reflected in their lessons and their work.• The school's internal assessment data indicates outstanding attainment in Cycle 1 and acceptable in KG, Cycles 2 and 3. Students' attainment in IBT for Cycles 1 and 2 is below the ME average and slightly above in Cycle 3. In lessons and in their work, most students' attainment is in line with curriculum standards.• Most students across the school make expected progress. In Cycle 3, a majority make above the expected progress. In KG, children can describe weather conditions using appropriate vocabulary. In Grade 7, most students develop their research and analytical skills. In Cycle 3, students' critical thinking skills develop appropriately. In Grade 9, students investigate functions of the nervous system and can apply physics laws such as Kepler's Law to their analysis. Overall, opportunities to develop skills through hands-on activities and for linking what they have learned to other subjects and real life are limited.• There are no significant differences in progress between different groupings of students in KG and Cycle 1. Girls' progress is better than boys in Cycles 2 and 3. Students identified with SEND make the expected progress from their starting point. Higher attaining students do not always achieve their full potential.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• KG children's ability to describe weather conditions using appropriate simple vocabulary.• Cycle 3 students' critical thinking skills to analyse and investigate functions of the nervous system and the application of physics law.	<ul style="list-style-type: none">• KG children's skills in exploring scientific concepts through hands on activities and investigation.• Students' opportunities to develop skills through hands-on activities.• Students' understanding of cross-curricular links and connections with real life.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable. The school's internal data indicates outstanding progress in visual art, physical education (PE) and design and technology. In lessons observed, most students make acceptable progress.• There is no external assessment data for other subjects. In visual art, PE and design and technology, most students attain the expected curriculum standards across all phases.• In PE, most students across all cycles make acceptable progress from their starting points. In Cycle 2, students participate in team games such as basketball. They improve their gross motor skills and develop flexibility, endurance and muscular strength. Students participate with enthusiasm and those with physical barriers to learning are fully included in lessons and practise skills and participate in games with a level of support appropriate for their needs. In design and technology, most students make expected progress in line with curriculum standards. In Cycle 2, students are beginning to learn coding and can programme simple games with sound effects. Some students require more teacher support than others and the IT technology is not consistently reliable. In Cycle 3, students learn about holographic images and can project them over a table. In Cycle 1, students learn about simple online robots and what makes them move and interact. Limited IT resources at all stages slow the potential progress students can make. In art, students develop a fine understanding of colour and texture, and experiment. They can construct simple compositions of a landscape using geometric shapes. As they progress through school, students develop their artistic free drawing skills and can successfully create artwork using different techniques and mediums.• All groups make expected progress with limited resources in IT impacting on potential improvements.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' teamwork and eagerness to perform well in PE and improve their individual skill levels.• Students' development of drawing techniques in Cycle 2 art.	<ul style="list-style-type: none">• Students' access to digital resources for design and technology in Cycle 1 and 2.• Students' access to more cross-curricular learning opportunities within core subjects.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are acceptable overall. In all phases of the school, students enjoy learning and are keen to contribute. In all cycles, most students can work independently and in groups. Some students are passive and rely on teacher instructions to complete tasks and others can work without direction and show initiative in planning the next step of the lesson. Relationships between students and teachers are mutually respectful.• In KG most children can successfully complete tasks on their own or by working collaboratively with others. Most can talk about what they have learned, and a few can say what they will be doing next. In science, children work purposefully together in groups and easily share the materials during a hands-on activity where they sort and classify types of foods and clothes in relation to the season. In Cycle 3, students take responsibility for daily assemblies. They plan the whole event, organise the contributions that class groups make and confidently introduce them to the school.• In KG, children link their learning to the world they live in and explore colour, shape, weather, animals and plant life from different climates. In Cycle 3, students can confidently plan scientific research and demonstrate critical thinking skills when analysing the results of simple experiments. Some students used the virtual lab to plan experiments that simulate the movement of planets in our solar system through space. They predict the planetary movement then analyse the results.• The recent introduction of a STEM room provides students with opportunities to participate in personal projects that link science, technology, engineering and mathematics and encourages critical thinking. As students' progress through school, the limited access to technology to conduct research means these skills are less well developed overall.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' positive attitude and high level of engagement by students towards learning in all subjects• Students' communication and collaboration with each other in KG and Cycle 3.	<ul style="list-style-type: none">• Students' opportunities for independent learning in Cycles 1 and 2.• Students' ability to link their learning across different subjects and relate what they have learned to real life in Cycles 1 and 2.• Students' opportunities to develop creativity, innovation, and decision-making skills across 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 age-appropriate attitudes. They develop self-reliance through school activities, including the students' council, the environment protection group and the health and safety team committee. Students, particularly in Cycle 3, show independence in their learning.Students' behaviour is excellent, they understand what is expected of them and incidents of bullying are rare. Respectful and considerate relationships between students and teachers encourage students to appreciate the diversity in the school. Students develop sensitivity towards each other, and students of determination are fully included in aspects of school life.Students understand the importance of healthy eating, but their adoption of healthy eating habits is not yet consistent.Students attend the school regularly and arrive at school and to lessons on time. Their attendance improved since last year from 80% to at least 93.6%.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">Students demonstrate respect and appreciation for the UAE traditions and heritage. They have a deep understanding of Islamic values and contemporary life in the UAE as observed in their ability to link and apply Islamic etiquettes while visiting the parks. They demonstrate respect for people of different race and religion.They are knowledgeable and respectful of the traditions and heritage of Emirati culture.Students are very respectful of their own and other world cultures. They participate in a range of events to deepen their understanding of other cultures, such as Culture Day, and International Day, they have less understanding of their friends' lifestyles and other world cultures.				



Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Students develop social responsibility and leadership skills in a range of contexts, including presenting their learning in class. Students from Cycle 3 lead the morning assembly and participate in community activities and competitions, this includes an Ask me about SEND competition, and their volunteering with the Emirati Red Crescent Society.• Students enjoy work and participate well in projects including STEM design modules. A few students in Cycle 2 participate in more advanced projects such as the Future School.• Students understand the importance of environmental issues. Cycle 1 students know that recycled left-over food makes organic fertiliser. Older students participate in the school's recycling and sustainable planting in the Sharjah Reserve.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' behaviour and improved levels of attendance.• Students' understanding and appreciation of Islamic values and Emirati culture.• Students' community involvement and volunteering activities.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' healthy eating habits and the impact on their health and well-being.• Students' awareness and understanding of other world cultures.• Students' attendance.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Most teachers have secure knowledge of their subjects and how students learn. In some classes teachers ask questions to assess if students understand the concepts taught or provide extra challenges. In most lessons, teachers' planning, basic use of resources and time management are appropriate, Teachers' lesson plans follow the MoE Curriculum with worksheets differentiated for the various groups of students. Progression levels are not always clear and teaching strategies lack sufficient variation to meet the needs of different students.• In most classes, teachers encourage students to complete tasks. Some teachers spend too much time discussing the concept which reduces time for students to engage in tasks. Some teachers do not provide sufficient challenge for students. Extended questions to promote critical thinking and discussion are not consistently used, particularly for older students.• Most teachers use strategies to adequately meet the needs of groups of students. This tends to rely on differentiated worksheets with no clear progression in level of difficulty or variations in questions from the workbook. Teachers often provide answers too soon and do not necessarily see if the corrections are being made by the students in their copy books or workbooks.• In Cycle 3, teachers are beginning to develop opportunities for students to improve critical thinking and problem-solving skills. In Grade 9 Arabic, students consider the relevance of the pre-Islamic poems to modern times. Overall, these strategies are less evident in other cycles.				
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The school has appropriate internal assessment procedures linked to its curriculum standards. Diagnostic tests are used in the key subjects to measure students' progress and allocate them to groups in lessons. Progress tests are used in class and analysed to monitor progression during the year. This is starting to have a positive impact on student outcomes. In all subject areas, IBT results are studied and discussed in departmental meetings, leading to some changes in lesson planning.• Assessment data is efficiently organised by leaders, analysed and shared with teachers. This is starting to have a positive impact on attainment for most students across key subjects.				

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Assessment information from school internal and external tests including IBT, Mubakkir and Kareem are analysed, and benchmarking informs senior leaders about the students' levels.

- Teachers use assessment information in class to identify students with special educational needs (SEN) and the attainment levels of different groups of students. The SEN students learning is planned through individual education plans (IEPs) which parents contribute to. This process meets the students' needs effectively and should now be embedded into practice across all subjects and cycles. Some teachers use assessment for learning strategies to comment on workbooks and work sheets. This is not consistent for all groups. Overall, teachers do not consistently provide oral or written feedback for students on their next steps in learning and how they can improve their work.

Areas of Strength:

- Teachers' knowledge of their subjects and their interactions with students, which is conducive to learning.
- The use of data to identify SEN students and prepare IEPs and differentiated tasks for these students.

Areas for Improvement:

- Teachers' use of probing and challenging questioning techniques.
- Teachers' development of students' critical thinking, innovation and independent learning skills.
- The effective use of internal and external data to inform curriculum planning.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum is age-appropriate, and is relevant and effective in developing knowledge, skills and understanding. It closely follows the requirements of the school's licensed curriculum and the national statutory requirements. The school has implemented clear documentation for the curriculum delivery in every subject and phase. The yearly plan is divided into termly and weekly schemes of work, including provision for students with SEND.
- Progression across grades is adequate, adhering to scope and sequence. Not all opportunities for skill development are taken and, as a result, the delivered curriculum focuses more on knowledge acquisition. The school has developed intervention classes in Arabic and English for new students. Lessons cater for the needs of SEND students and use a modified version of the core curriculum. Student work is displayed around the school and projects are displayed in the Activity and Projects room.
- Some links are seen with other subject areas such as in the STEM room where students access projects in different subjects. Regular review of the curriculum occurs within departments and there is developing thinking and reflection around the curriculum.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
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- Curriculum modifications are generally well organised by departments to meet the needs of most groups of students. Embedding of the modified curriculum to benefit all groups of students is still not fully implemented.
- The school provides a range of extra-curricular activities and competitions to match the needs and interests of students, especially in the core subjects. Arabic has a WhatsApp reading group and a Writing Club to encourage students. Grade 9 students have also developed an online Magazine in Arabic. Science has different clubs that encourage students to gain more involvement in science, such as the Sustainability Club and different projects through the year. Maths has developed a STEM Room with other departments to establish cross-curricular activities across subjects.
- Appropriate learning experiences are provided to enable students to develop a comprehensive understanding of the UAE's values, culture, and society. This is led by the Islamic Studies



department with activities such as trips to the Islamic Cultural Festival in Sharjah and to the Sharjah Museum.

Areas of Strength:

- The provision and curriculum access offered to SEND students in KG and in Cycle 1.
- The establishment of the STEM Room and the Activities Room to allow students to make regular cross-curricular links.
- The student led online Arabic magazine in Cycles 2 and 3, to encourage creative Arabic writing.

Areas for Improvement:

- Curriculum adaptation focused on more able students across all cycles.
- A more systematic and comprehensive review of curriculum delivery and the links across subjects.
- Regular study of the impact of projects in raising achievement in students, with emphasis on skill development and further cross-curricular links.



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

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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good

- The school has well established safeguarding and child protection policies and clear procedures for reporting incidents. Policies are shared with parents and students, and training in their content is mandatory for staff. Teachers also attend professional development training on child protection protocols and the expected response to any concerns concerning student welfare. Students attend lectures on what to do if they feel unsafe. The school fosters a safe and supportive environment and has implemented a policy to address bullying and inform students about Internet safety.
- The school maintains a safe and hygienic and secure environment for students and staff. The health and safety team collaborate with the clinic and science lab teacher to risk assess the building. Incidents are systematically logged with written reports on action taken. Rigorous visitors, staff and student logs of entry and exit to the school are maintained by the school receptionist. Student supervision is in place throughout the day. During dismissal, students follow well organised procedures for leaving by bus or with parents. The school follows the statutory requirements for fire evacuation and processes were approved by civil defense authorities.
- The school makes considerable effort to support SEND students and include them in all aspects of school life. The facilities are adapted where possible to support students' personal care, and well-placed ramps provide access to most learning spaces. In KG, bathrooms are appropriate for the needs of this age group. The school adequately promotes healthy lifestyles in the morning assemblies, and awareness lectures. It ensures students' participation in World health days like Heart Day, Diabetes Day and Cancer Day. The school nurse is actively involved in monitoring the health and welfare of students, including those requiring daily medication. Although much effort is made to promote students' self-awareness and encourage them to eat healthy food, the effectiveness of these initiatives is not reflected in the high rate of obesity among students.



Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">Relationships between students and teachers are very positive across the school. Students actively support each other academically and physically. The school behaviour policy is shared with teachers, students, and parents and outlines the procedures to follow should any behavioural issues arise.The school has made a significant effort to increase attendance and promote punctuality. Senior Leaders and administration consistently follow up on students who are absent. The overall attendance has increased to 93%, which is acceptable. Procedures for managing late morning to school are appropriate, although some students still arrive late.The school has a dedicated team for identifying and supporting students with SEND including special education teachers, a social worker, and a psychologist. External specialist assessment establishes the student's learning needs and helps determine between full inclusion in regular classes or a blend of support base and class. Where required, the school and parents will jointly request further assessment and support from a partnered centre. The school has an adequate process to identify G&T students.The school provides personalised support for students with SEND. Special needs teachers create Individualized Education Plans (IEPs) for each student based on their abilities and challenges. Additionally, shadow and assistant teachers provide in-class support for SEN students. All SEND students are fully integrated into all school and extracurricular activities including trips, competitions, and assemblies. Special needs teachers provide training and guidance for class teachers on how to support students based on the severity of their needs. Meetings with parents are held to review and approve the IEPs. Curriculum adaptations for G&T students are not consistent in providing challenge. High achievers are encouraged and recognized through internal competitions organized by the social worker and their accomplishments are recognised at morning assemblies.As children progress from KG to Cycle 1, teachers do not share sufficiently focussed information to support transition. As they progress through the school, meetings on academic and career guidance for Grade 9 students helps them make informed subject choices in readiness for transferring to their next school. Collaboration with Ajman University provides workshops on possible future courses.				
Areas of Strength:				
<ul style="list-style-type: none">Effective procedures for safeguarding students, including child protection.Planning and support to fully include students with SEN.Respectful staff-student relationships.				
Areas for Improvement:				
<ul style="list-style-type: none">Implementing more effective approaches to address obesity.Implementation of more effective procedures to improve attendance and punctuality.				



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

- The principal and vice principal have a clear vision for the school, understood by all staff, reflecting the UAE national and Emirate priorities. There is a strong commitment to inclusion and the daily strategies used to fully engage SEN students in learning are highly effective. Senior leaders demonstrate a good capacity to improve the school further.
- Middle leaders understand the curriculum and are becoming more familiar with the school's expectations. Some positive changes to practice are being introduced. Assessment for learning strategies is used in some classes to guide students on next steps. This practice is not consistent across the school. Senior leaders have initiated a professional development programme to help the newly appointed middle leaders develop the skills required to assume greater responsibility. Leaders are developing the use of the school building and continue to ensure that the school is compliant with all statutory requirements. Leaders demonstrate sufficient capacity to make further improvements.

Self-evaluation and improvement planning

Acceptable

- The school improvement plan is structured and based on data gathered from a range of sources. This includes data arising from student assessments, teacher professional development needs, parent and student surveys and governing board recommendations. The improvement plan has appropriate priorities which reflect the senior leaders' strong understanding of the school's needs. The timescales for completion are realistic with the key personnel and resources required included.

Partnerships with parents and the community

Good

- Parents feel welcomed to the school and are encouraged to spend time participating in school events. They contribute to the organisation of events such as Martyr Day and National Day and other school based fun events and competitions. Systems for reporting to parents are robust and include formal meetings and written reports. Teachers and parents have established WhatsApp groups to share information daily. A recent initiative allows parents to spend time in

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<p>class lessons with their child to see how they learn and how they can help them to learn at home.</p> <ul style="list-style-type: none">The school has well established links with the local community and students volunteer to support different charitable organisations such as the Red Crescent. They are involved in different initiatives that support ecological sustainability projects in the region. Collaboration with Ajman University provides workshops on possible future courses.	
Governance	Good
<ul style="list-style-type: none">The governing board represents a wide range of skills and includes members of the local community, current and former parents and students and teaching staff. The chair of the board is an experienced school principal who supports and advises on academic matters and teacher recruitment. The governors provide support and guidance, both academic and pastoral. The governors robustly hold the principal to account with reports on overall school performance. They actively engage in school life with regular formal meetings and informal visits to school events and celebrations.	
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none">The daily operation of the school is well organised and the students arrive and leave in a well supervised manner. The school has a full complement of qualified teachers and assistants who provide individual support in lessons. Assistants are strategically used to ensure the full inclusion of SEND students in lessons. A significant number of teachers and middle leaders are recent appointments. The school premises are clean and maintained to a safe standard. They provide adequate but limited space in many classrooms, particularly in KG. Specialist rooms have been created to support STEM, and for individual and small groups working with the large number of SEND students. The governor's recent audit of the school premises highlighted several priorities for buildings needing improvement across campus.	
Areas of Strength:	
<ul style="list-style-type: none">Governing board's commitment to improve the school environment and improve learning resources.Parents have a strong partnership with the school and commitment to supporting their child's learning.Senior leaders' commitment to fully include SEN students in school life.	
Areas for Improvement:	
<ul style="list-style-type: none">Develop middle leaders' use of assessment data to inform teacher planning and organisation.	

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- Improve KG classroom space to allow more opportunities for group and whole class activities.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The staffing provision for teaching Arabic across the school is 12 (6 Arabic teachers, 6 support staff) with a teacher to student ratio of 1:131. Teachers of Islamic education and social studies support students on reading and comprehension.
- There are 2040 books for Arabic readers in the school's library. It is a combination of fiction non-fiction books fiction stories (217) and non-fiction stories (1823)
- Reading paragraphs on the Alef platform and supporting classroom reading by perusing magazines and bulletins, borrowing books from the library as research sources, utilizing paper dictionaries alongside electronic sources.
- Every term, the Arabic department organizes special events and activities for reading competitions such as radio activities and literary and cultural competitions are conducted during the morning assembly. plays, such as the bullying play, are performed, and students participate in events like the book fair. The special electronic literary magazine is a student-led initiative, divided into several sections. It encompasses parental and linguistic pages, addressing electronic grammatical issues, and featuring the Emirates Literature Magazine (Wall Magazine), which tracks Emirati literature and creativity. For all grades, reading groups were established, with enrichment reading material provided weekly for students to read.
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The school's use of external benchmarking data

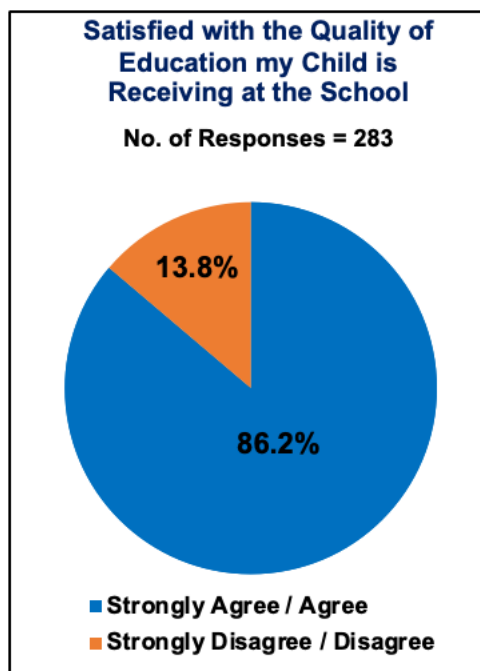
- In 2023-2024 academic year, the PISA participation was 2%, only 13 students falling within the specified age range. The participation percentages for TIMSS were Grade 4 to 78/78, Grade 8 – 40/40, was 100%. The participation percentage for IBT in 21/22 was 85%, in 22/23 and 23/34 from Grade 3 to 9 was 100%. In 22/23 the participation percentage was 100% and 23/24 TALA and Mubakkir were 100%.
- In addition to online training, the school conducts workshops for both parents and students, aiming to enhance overall achievement in external exams. Teachers receive specialised training on test usage, question formulation, and planning, incorporating IBT questions into the curriculum. A Google Drive competition for IBT adds a competitive element to motivate students. For TIMS, a secure platform with individual passwords is employed. Teachers activate questions on the platform for students to attempt trial exams, and subsequent workshops.
- Results are communicated promptly through personalised cards provided to each student, including login credentials for result checking. Immediate feedback allows students to identify areas for improvement and retake tests. High-achieving students are recognized with certificates, fostering a positive learning environment.
- Parents are actively involved through workshops, gaining insights into the importance and usage of IBT, and strategies to support their children. Awareness on result access is provided, and in cases where parents face difficulties, the school communicates directly and collaborates with the Parents' Council to ensure every parent can access their child's results and participate in celebrating achievements.



Provision for KG

- The KG provides the MoE curriculum. There are two KG1 classes and four KG2 classes with a 1:18 teacher to child ratio. There are 6 teachers, 6 teaching assistants, 1 PE and 1 English language teacher.
- The KG has inner and outdoor playground areas which are equipped with a variety of colourful resources for physical activities which develop gross motor skills. The outdoor area has a protective sun canopy and impact absorbent foam mats covering the ground.
- At the start of the year, diagnostic testing assesses children's speaking skills and their social interaction with others. Where there are concerns, the school social worker will participate in the registration process to help determine the level of support required for the child. All KG parents are invited to an orientation week at the beginning of the academic year. A variety of games and activities provide a welcoming experience for children and help prepare them for their new school. The KG teaching staff communicate daily with parents and carers through WhatsApp groups. This keeps them up to date with the learning activities and social experiences their child is engaged with.
- During the transition from KG to Grade 1, teachers pass an individual profile to the Cycle 1 teachers. This information is limited to the end of year diagnostic skills.

VIEWS OF PARENTS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve the quality of teaching to raise achievement in all subjects and Cycles by:
 - effectively and consistently using data to ensure teachers' lesson planning meets the needs of all groups of students.
 - improving teachers' use of questioning to encourage student dialogue and discussion more effectively.
 - ensuring learning objectives for more able students provide challenge at a level above expectations.
 - improving speaking and writing skills in the key languages.
 - improving student performance in national and international benchmarking exams.
 - extending professional development for teaching support of SEND students.
 - improving heads of departments effective monitoring and evaluation of subject teachers.
- Improve facilities and resources by:
 - enhancing the learning space for KG to allow greater opportunities for group and whole class activities.
 - continuing to develop resources across all cycles that provide opportunities for innovation in learning.

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.