



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme
**School Performance Review (SPR)
Report**

**AL DURRAH INTERNATIONAL
SCHOOL**

31 October – 3 November 2022

Overall Effectiveness

GOOD



إتقان ITQAN



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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

The findings relating to the six Standards and their associated Indicators will provide judgements based on the six-level 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-level 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, students' attainment data, 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	132	
	School location	Sharjah	
	Establishment date	2015	
	Language of instruction	English	
	School curriculum	American	
	Accreditation body	NEASC	
	Examination Board	AP, SAT	
	National Agenda Benchmark Tests/ International assessment	SAT; MAP; PISA; EmSAT	
	Fee range	AED 17000 to AED 29000	
	Staff 	Principal	Simone Elias Saad
		Chair of Board of Governors	H. E. Al Sheikh Mohamed Bin Abdullah Al Qassimi
Total number of teachers		139	
Total number of teaching assistants		22	
Turnover rate		22.83%	
Students 	Main nationality of teachers	Syrian	
	Teacher: student ratio	1:13	
	KG: roll and gender	Boys: 89 Girls: 85	
	Elementary: roll and gender	Boys: 222 Girls: 196	
	Middle: roll and gender	Boys: 195 Girls: 198	
	High: roll and gender	Boys: 153 Girls: 161	
	Nationality groups	1. Syrian 2. Emirati	
Total number of students with special educational needs	65		

PROGRESS JOURNEY

Previous Inspection in 2018:	Current Review:
ACCEPTABLE	GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 164 lesson observations, 18 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The overall performance of the school is good and is an improvement since the previous inspection in 2018. The principal has a clear vision and in a short time, together with senior leaders, has established a clear strategic direction. The comprehensive professional development programme has contributed to the improved quality of teaching and learning in most subjects and to the curriculum. The learning environment supports students' learning well and advanced plans are in place for a building extension in 2023. Students have very positive and responsible attitudes and are mostly self-reliant, especially in High. The care and guidance of students is at a very high and consistent level. However, benchmarking against international standards remains limited.

KEY AREAS OF STRENGTH:

- Achievement has improved from acceptable to good in all the key subjects, and to very good in English. Achievement in High is strong with Islamic education, Arabic as a first language, mathematics, science and other subjects now very good.
- The atmosphere in the school is very positive with students and staff working together in a respectful and harmonious way. Students have very good respect and appreciation for Islamic values and UAE culture.
- The school has rigorous procedures in place for safeguarding and offers very effective guidance to students. As a result, parents have confidence in the school and students feel cared for and safe.
- Teaching strategies have improved in response to focused professional development.
- The principal and senior leaders have established a clear strategic direction and vision.
- The established partnership with parents and the supportive work of the governors have led to improvements in performance.

KEY AREAS FOR IMPROVEMENT:

- Raising of standards of achievement in all subjects to be very good.
- Developing external benchmarking in all phases.
- Strengthening the school's self-evaluation process.



PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is GOOD

Indicators:		KG	Elementary	Middle	High
Islamic Education	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Arabic (as a First Language)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very Good
Arabic (as an additional Language)	Attainment	NA	Good	Good	Acceptable
	Progress	NA	Good	Good	Acceptable
Social Studies	Attainment	NA	Very Good	Good	Good
	Progress	NA	Very Good	Good	Good
English	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very Good
Science	Attainment	Acceptable	Good	Good	Very Good
	Progress	Acceptable	Good	Good	Very Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Good	Good	Good	Very Good

School Performance Review of Al Durrah International School
31 October – 3 November 2022



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Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good overall. Progress is good in KG, Elementary and Middle and very good in High in lessons and recent work. This does not match with the school's internal data which indicate outstanding progress over time.• Internal assessment across the school and MOE examination data for Grade 12 show outstanding attainment. No external assessment was presented for other grades. This is not seen in lessons and recent work where the majority of students attain above curriculum standards in all phases.• In KG, children learn to recite Surat Al Falaq. Elementary students develop strong knowledge of Islamic manners and their impact on their life. In Middle, students develop skills to infer the benefits of repentance. A large majority of students in High develop strong understanding of concepts of the Holy Qur'an; for example, the story of the people in the cave. However, students' accurate reading of the verses of the Holy Qur'an and students' knowledge of Prophet Mohammad's (PBUH) Seerah is less well-developed.• The majority of student groups make better than expected progress. Except in High, higher-attaining students do not make expected progress because they are not always sufficiently challenged.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' strong knowledge of Islamic manners and its impact on their life.• Students' strong understanding of concepts in the Holy Qur'an verses.	<ul style="list-style-type: none">• Students' accurate reading of Holy Qur'an verses.• Students' knowledge of Prophet Mohammad's (PBUH) Seerah.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic first language (AFL) is good overall. In lessons and in their work, progress is good in KG, Elementary and Middle and very good in High. Achievement in Arabic second language (ASL) is good overall. Progress in lessons is good in Elementary and Middle and acceptable in High. ASL is not taught in KG. This does not concur with internal assessments which show progress over time to be outstanding.• Internal assessment data for AFL show very good attainment in KG and outstanding in all other phases. For ASL, attainment is outstanding in all phases. No external attainment data was presented. This does not match attainment seen in lessons and recent work where AFL is good in KG, Elementary and Middle and very good in High. Attainment in ASL is good in Elementary and Middle but only acceptable in High.• In AFL students make good progress using standard Arabic when discussing work. In KG, students progress well when reading and writing letters and words. Elementary, Middle and High students progress well in their reading skills, but writing skills are less developed in all phases. In ASL, students make good progress in their speaking and listening, but writing skills, reading fluency and reading comprehension skills are less well-developed.• The majority of groups of students make better than expected progress. However, higher-attaining students in both AFL and ASL do not always progress as well as they should, for example in their extended reading fluency and writing.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' listening, speaking and reading skills in AFL.• Students listening and speaking in ASL.	<ul style="list-style-type: none">• Students' reading fluency and comprehension skills in ASL.• Students' writing skills in AFL and ASL.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. Progress is very good in Elementary and good in Middle and High in lessons and recent work. This does not match with internal assessments which show outstanding progress across the school.• Attainment is not benchmarked against any external examinations. Attainment is outstanding in all phases in internal assessments but good in lessons and recent work.• In Elementary, a large majority of students develop a deep understanding and appreciation of the UAE culture, heritage values, and leaders. Students identify characteristics of His Highness Sheikh Zayed (RIP). Middle students enhance well their knowledge and understanding of the geography and resources of the UAE. For example, Grade 7 students identify the concept of mining and the most important minerals in UAE. However, students' understanding of the impact of resources on the UAE national economy is less developed. Grade 9 students progress well in their mapping skills to identify accurately features of mountains in UAE and other geographical facts, but their understanding of other world cultures is less secure.• The majority of student groups make better than expected progress. Higher-attaining students do not make the progress they should.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge and appreciation of the heritage and culture of the UAE.• Students' knowledge and understanding of the geography and resources of the UAE.	<ul style="list-style-type: none">• Students' deeper understanding of the impact of resources on the national economy.• Students' deeper understanding of world cultures.•



English	<ul style="list-style-type: none">• Students' achievement in English is very good in all phases. Progress is very good in lessons and recent work. This does not match with the school's internal data, which show all students make outstanding progress, or in MAP data in grades 3 to 12 where progress is weak.• The school's internal assessments show outstanding attainment overall. This does not match the very good attainment seen in lessons and recent work.• In KG, children learn to speak in accurate, full sentences and read high frequency words. In Elementary, Middle and High, students develop very good speaking, listening, reading and writing skills. They read and comprehend texts and develop skills to speak very confidently when expressing their ideas. In High, students use extensive vocabulary, and analyse and evaluate elements of points of view in texts. Students' extended writing skills are less developed in Elementary, Middle and High.• Most groups of students make better than expected progress. Higher-attaining students do not progress as well as they could in applying their reading skills to unfamiliar texts, particularly in the Elementary phase.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' speaking skills in all phases.• Students' reading comprehension skills in Elementary, Middle and High.	<ul style="list-style-type: none">• Students' extended writing skills in Elementary, Middle and High.• Students' application of reading skills to unfamiliar texts in Elementary.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is good. Progress is good in lessons and recent work in KG, Elementary and Middle and very good in High. This does not align with the school's internal data which show outstanding progress or MAP data which show progress is weak in Elementary, acceptable in Middle and good in High.• Internal assessment data show outstanding attainment in all phases. This is not seen in lessons and recent work where the majority of students attain above curriculum standards.• In KG, children arrive in school with limited mathematical language, but these skills develop quickly, and number concept is well established. By the end of Elementary, progress has accelerated and a majority can add and subtract decimal numbers. However, mental mathematics is still a developing feature. By the end of Middle, students have a deep understanding of equations. In High, a large majority have developed their mathematical thinking in calculus and can solve complex functions. However, the use of statistics and probability is less developed in both Middle and High.• The majority of groups make better than expected progress. Higher-attaining students achieve their potential especially in the advanced placement (AP) group in High.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' skills to solve equations and functions in the Middle and High and calculus skills in High.• Students' strong number concept understanding in KG and Elementary.	<ul style="list-style-type: none">• Students' use of a variety of strategies to solve mental mathematical problems in Elementary and Middle.• Middle and High students' skills to use statistics and probability.



Science	<ul style="list-style-type: none">• Students' achievement in science is good across the school. Progress is acceptable in lessons and recent work in KG, good in Elementary and Middle and very good in High. This does not align with the school's internal data which shows outstanding progress overall, or in MAP data which is weak in grades 3 to 12.• Internal assessment data show outstanding attainment overall. This is not seen in lessons and in students' books where attainment in KG is acceptable, good in Elementary and Middle and very good in High.• In KG, children make acceptable gains distinguishing living and non-living things. Elementary students gain secure understanding about forces and Middle students gain a secure understanding about cells and organisms. By the end of High, students demonstrate very strong research and investigative skills; for example, looking at different types of genetic disorders, and explaining photosynthesis in biology, solving force and motion problems in physics and in explaining Dalton's law in chemistry. The application of the scientific understanding to consistently make connections to the understanding of the real world, while better in High remains a relatively underdeveloped feature in other phases and students in Elementary and Middle use technology in a limited way to explore scientific concepts.• The majority of groups make better than expected progress. Higher-attaining students achieve their potential especially in the advanced placement (AP) group in High.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• High students' competence in solving scientific problems in physics and chemistry.• Students' knowledge of cells and organisms in Middle.	<ul style="list-style-type: none">• Students' application of scientific concepts to day-to-day life.• Students' use of technology to explore scientific concepts in Elementary and Middle.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good overall. This concurs with the good progress seen in lessons in all phases.• Internal assessments judge students' attainment in other subjects as outstanding across all phases. In lessons and in work, students' attainment in physical education (PE), computer studies (ICT), art, music, economics, business studies and psychology is good, and acceptable in French.• In KG children make good progress in developing hand-eye coordination and motor skills of throwing and catching in PE. In Elementary, this is developed further through consistent repetition and practice. In Middle, students develop good design skills in ICT, using a variety of age-appropriate educational packages. In High, a majority of students develop good understanding of concepts such as the relationships between price and supply in economics. In art, Middle and High students develop good collage skills. However, students' reading, writing and speaking skills in French is underdeveloped in Middle. Music appreciation is limited across all phases.• Across the school, a majority of groups make better than expected progress.	
	Areas of Strengths	Areas for Improvements
	<ul style="list-style-type: none">• Students' motor and ball skills in PE• Students' design skills in ICT and collage in art in Middle and High.	<ul style="list-style-type: none">• Students' French speaking, listening and reading skills in Middle.• Students' music appreciation in all phases.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are good overall across the school.• Students enjoy learning in all phases. They are enthusiastic and self-reliant, and very engaged with tasks.• Students interact, collaborate and communicate effectively with one another. High students very confidently discuss and debate different approaches for project work. In Elementary and Middle, students talk and answer questions eagerly and positively. However, they do not present ideas at greater length in class discussions to promote their thinking skills.• Across the school, students relate their learning to the world around. Students make relevant connections between areas of learning in most subjects and through projects.• High students learn to think critically when working on problem-solving tasks and adopt an innovative or research approach within an activity. They confidently use learning technology. However, children and students have relatively less developed critical thinking, innovation and learning technology skills in KG, Elementary and Middle.	
	Areas of Strengths	Areas for Improvements
	<ul style="list-style-type: none">• Students' interactions, collaboration and communication.• Students' enthusiasm and engagement.	<ul style="list-style-type: none">• Students' critical thinking and innovation skills in KG, Elementary and Middle.• Students' use of technology KG, Elementary and Middle.



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

Indicators:	KG	Elementary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• Students' personal and social development and their innovation skills are very good.• Across the school, students show positive and responsible attitudes. They respond very well to critical feedback and they are self-reliant.• Students are frequently self-disciplined and respond well to others. Bullying is very rare. Students are respectful and they are sensitive to the needs of others especially special educational needs students (SEN).• Students demonstrate secure understanding of safe and healthy living. They initiate and participate in activities that promote safe and healthy lifestyles, such as bringing healthy food boxes to school or choosing healthy food offered in the school cafeteria.• Students' attendance is very good at 96.7% overall. Most students are punctual.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• Students have a secure appreciation and understanding of Islamic values and how they influence life in the UAE. They promote these values during lessons and assemblies by honouring students who memorize the Holy Qur'an.• Students are very knowledgeable and respectful of the heritage and culture of the UAE evident in numerous displays of students' works about contemporary and traditional UAE life in the school's heritage corners. They are involved in a range of cultural activities such as Flag Day and International Day.• Students demonstrate a deep understanding, awareness and appreciation of their own cultures and a secure understanding of other world cultures. Students implement activities organized by the school to introduce other people's cultures such as Global Day. The National Anthems of other countries are played weekly.				



Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• Students volunteer and participate willingly to various community outreach activities like distributing meals to workers and spending time with the elderly. The student council is involved in the community service conducted by volunteers.• Students show a positive work ethic and enjoy developing their own projects which they sometimes initiate and manage. They designed the Musalla and the cafeteria in the school and participated in the school-organised exhibition of innovative works and competed in the UAE-wide Arabic Reading Challenge competition. Students are enterprising and participate in innovation projects. However, innovation is not always embedded in lessons.• Students take care of their surroundings and are proactive in supporting activities to improve the environment. Students have initiated projects such as planting trees, and growing flowers and plants in the schoolyard.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' positive attitudes, behaviour, relationships and self-discipline.• Students' knowledge of Islamic and UAE values.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' innovation within lessons across all subjects.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Very Good
<ul style="list-style-type: none">• The quality of teaching and assessment is good overall.• Most teachers have good knowledge of their subjects and understand how students learn and, as a result, lessons are interesting and students are engaged.• Teachers use a common format to plan detailed lessons that align to the curriculum standards and ensure a balance of teacher exposition and student interactive tasks. Most use technology effectively to support students' learning, especially in High.• Teacher-interaction with students is very positive and ensures that students are very involved in lessons. Teachers' questioning checks for understanding, challenges students in meaningful discussions and extends their learning.• Teachers provide support and challenge to most groups of students. However, planned tasks and activities do not always challenge higher-attainers, especially in Elementary and Middle. This is because teachers do not always ensure higher-attaining students receive task and work that is well-matched to their prior attainment levels.• Teachers systematically provide appropriate tasks which encourage students to work collaboratively. Teaching consistently develops research, critical thinking and students' use of learning technologies in High but less so in other phases.				
Assessment	Good	Good	Good	Good
<ul style="list-style-type: none">• Internal assessment processes are mainly coherent and linked to the curriculum standards to measure students' progress. Although assessments are somewhat inflated, teachers use continuous information from unit tests to track student progress in all grades and subjects.• The school benchmarks students' outcomes against external, national and international standards; for example, Grade 12 MoE examinations and MAP data in Grades 3-12 in English, mathematics and science. Benchmarking for other subjects and grades is inconsistent.• Internal assessment data is analysed in some depth and information about students' progress, as individuals and groups is tracked over time. Diagnostic tests are used at the start of each year in all subjects to measure students' starting levels and a range of assessments throughout the year to identify gaps in learning and inform planning.				



- Assessment information is used to influence teaching and the curriculum to meet most students' learning needs and to challenge most students appropriately. This aspect is less successful for higher-attaining students.
- Teachers have good knowledge of the strengths and weaknesses of individual students. They provide verbal feedback and create opportunities for students to be involved in assessing their own learning and peer assessment.

Areas of Strength:

- Teachers' interactions with students and questioning strategies ensure students are engaged in their learning.
- Teachers' use strategies consistently to develop students' discussions and involvement in lessons.

Areas for Improvement:

- More thorough assessment processes to benchmark students' outcomes against international standards and to plan and deliver more challenging tasks for higher attainers to move their progress to very good.
- The consistent development of students' research, critical thinking, and use of learning technologies.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of the curriculum is good in all phases,• The curriculum follows all statutory requirements. It is broad and balanced and is designed to develop students' skills and support transition to their next development stages.• Overall, curriculum planning ensures good continuity and progression. It builds on prior learning and meets most students' needs. However, it does not always support extended learning for higher-attaining students.• There is a range of curricular choices for older students in the school preparing them well for future learning. Student choices are the foundation of the electives programme on offer. Cross-curricular links are planned and integrated into lessons which help students link areas of learning and relate their studies to the wider world.• Regular curriculum reviews identify development priorities and include cross-curricular planning with other subjects, including links to Islamic values and Emirati heritage and culture.				
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">• Curriculum modifications meet the needs of most students, especially SEN. The curriculum is not consistently adapted to challenge higher attainers.• Extra-curricular activities offer a range of clubs and activities. Students are enterprising and work well on projects but there are few opportunities planned for them to be innovative in lessons.• The curriculum supports students' very good knowledge and understanding of Emirati culture and UAE society, through involvement in cultural activities in the local community and volunteer work.				
Areas of Strength:				
<ul style="list-style-type: none">• Curriculum provision in High.• Cross-curricular links in learning especially to Islamic values, Emirati heritage and culture.				
Areas for Improvement:				



- Modification of the curriculum to meet the needs of all students, particularly those who are higher attaining.
- Planned opportunities for innovation in lessons.



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

Indicators:	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• The protection, care, guidance and support of students is very good.• All staff, students and parents know the safeguarding procedures including child protection. Students feel safe and are confident to report any concerns to the nominated members of staff for child protection. There are effective and rigorous arrangements to protect all students from abuse from bullying, including online. All staff receive frequent update training.• The school conducts thorough and frequent safety checks. Daily maintenance logs relating to the maintenance, upkeep or repair ensure the school is safe, clean and secure. Supervision of students are highly effective at all times.• Records of incidents affecting students' health, safety or well-being and subsequent actions are secure and comprehensive.• The learning environment, its facilities and premises are well suited to the learning needs of all students. A number of classrooms are too small for the number of students attending.• The promotion of healthy living is very effective and permeates almost all aspects of school life though activities like food selection in the cafeterias, weight management and home lunches, integration of topics in lessons, and promotion of sports and exercise.				
Care and support	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• Relationships between students and staff and behaviour are very good. The school's very rigorous procedures promote very good attendance and punctuality.• The school has thorough systems to identify accurately special education needs (SEN) students and detailed individual education plans (IEPs). Procedures are less thorough for the gifted and talented (G&T). Effective support for students with SEN enables them to make consistent personal and academic progress. Support is less effective for G&T students.• The personal support systems for all students are very effective as is the efficient monitoring processes of the academic and personal development of all students. Every student has access to quality individual advice, counseling, and guidance services. Staff provide effective personalised advice and guidance about career choices and higher education pathways.				



Areas of Strength:

- Rigorous procedures for the safeguarding of students, and staff-student relations.
- Very effective personal and academic support systems for students, especially in High.

Areas for Improvement:

- More rigorous systems to identify, support and challenge G&T students.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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

- The overall quality of leadership and management is very good.
- The principal, appointed in 2021, has played a key role in the school's rapid, recent improvement. Together with senior leaders, he has set a clear strategic direction and bold vision of fairness, transparency and inclusion.
- The principal and senior leaders demonstrate secure curriculum knowledge and understanding of international best practice. The role of each leader and staff member is clearly defined and closely monitored each month for effectiveness.
- Relationships between staff and all stakeholders are consistently professional and effective. Staff morale is very positive. Effective, distributed leadership has contributed to the recent rapid improvement.
- Leaders at all levels demonstrate a clear and accurate understanding of what needs to be done to improve. Leaders have been innovative and successful in developing aspects of the school, including whole-staff professional development based on school needs and international best practice. They have successfully identified and improved key priority areas and standards in almost all subjects since the previous inspection.
- The school's self-evaluation structures are effective and include input from all staff members and parents. The self-evaluation document (SEF) is transparent and provides appropriate evidence sources. However, because international benchmarking is not yet fully established, a few judgements are inflated with limited dependable evidence.
- Senior leaders together with heads of department effectively monitor teaching and learning and provide relevant feedback. However, the judgements reached during monitoring class visits are not always accurate as they are not fully aligned with the UAE framework requirements.
- The school improvement plan (SIP) is reasonably aligned to the SEF. Subject teams develop action plans that are driven by accurate internal assessment data. Most identified priorities have been actioned successfully.



- The school successfully engages parents as partners. Parental engagement through the parent association is well established and the almost weekly surveys of parental views is welcomed by parents and have contributed to raising standards.
- Effective communication ensures parents are fully informed about school developments. The new school portal is particularly effective in logging and actioning all issues. Reporting is regular and comprehensive and gives attention to students' academic and personal development.
- The school's strong connections with community partnerships, local universities, industries and local charities enhance students' learning and stimulate their interests.
- Governance includes representation from almost all stakeholders and through frequent surveys consistently seek views of all partners. The owner and governors exert a very positive influence. They are aware of challenges in recruitment and are strong on compliance with statutory requirements.
- The owner and governors systematically monitor the school through regular visits. The established 'compliance team' carries out termly monitoring visits, from which they raise questions to ensure accountability.
- Almost all aspects of the school are very well organised with all procedures very effective and well established. Appropriate and well-qualified staff are deployed to support curriculum delivery and promote the vision of the school. Professional development and best practice are promoted extensively.
- Despite its age, the building is well designed to provide a wide range of specialist facilities that are used regularly to engage and enhance students' learning. However, a number of classrooms are too small for current student numbers.
- A reasonable range of resources are available throughout the school. However, further availability of ICT devices for Middle and upper Elementary is needed.

Areas of Strength:

- The clear strategic direction, bold vision and transparency established across the school by the principal and senior leaders which has resulted in rapid recent improvement.
- Effective and professional communication among all stakeholders, including very positive partnership with parents and governors.

Areas for Improvement:

- Improvements to benchmarking and use of assessment to make accurate judgements in the preparation of the SEF.
- Attention to additional classroom space where student numbers are high.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school currently has 17 Arabic teachers, 13 for AFL and 4 for ASL. They are spread evenly across all the Arabic-medium subjects. The overall ratio of students to teachers in the Arabic department is 1:23.
- The school has 834 Arabic library books comprising, 569 non-fiction books and 265 fiction books. There is also an electronic platform for reading in Arabic (Asafeer).
- A dedicated librarian who speaks Arabic, is in place and ensures all records are updated regularly. All classes have regular library periods every two weeks. Reading is promoted regularly and resources are updated. Parents initiated a 'read to me' programme, and they read to students in classes and online.
- Extracurricular activities are held every Thursday, which include competitions and quizzes and which engage with parents. Grade 1 students have supportive activity in reading and there are activities in subjects across phases. An Arabic grammar club is formed and there is training for EmSAT in Grade 12.

The school's use of external benchmarking data

- The school provides MAP taken by 100% of students in grades 3 to 11 which is 65% of the whole school, CAT 4 is taken by 100% of Grade 3 students and the new students from grades 5, 7 and 9. PISA is taken by 100% of Grade 10 students, PIRLS is taken by 100% of Grade 5, TIMSS is taken by 100% of grades 4 and 8.
- Students taking external benchmark assessments are informed through class meetings. For PISA exams, the school has bought a mathematics practice programme for registered students. For PIRLS and TIMSS practice and/or MAP preparations, the school has purchased some online platforms aligned to common core and MAP standards. Teachers attend SPEA training. Impact is beginning to show, especially in mathematics.
- Parents receive a letter explaining the examinations and what they measure. Results are shared with parents on the school portal. A document is shared with the parents explaining the results and what they mean in terms of their child's strengths and areas for improvement.

Provision for KG

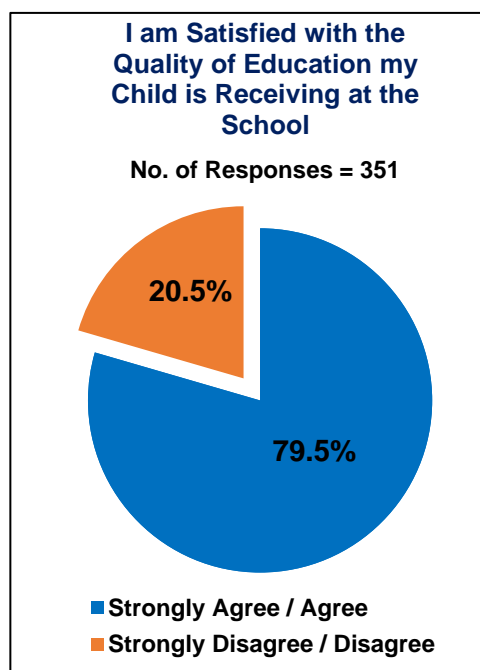
- The school has 174 children in 9 KG classes with both teachers and teaching assistants. The ratio is 1:20 for both teachers and assistants.
- Classrooms are well-resourced and hands-on materials are available. The KG activity room is well-resourced with active whiteboard, projector, computer and a good range of books and manipulatives in all subjects.
- KG also has an outdoor covered playground with a well-equipped artificial grass area and interactive play area.
- This year, induction was done by a phone call. KG1 students came for three days in August. KG2 and Grade 12 students assisted the KG1 teachers during these meetings. A similar



activity was conducted with KG2 students. Children's transition to Grade 1 starts at the middle of the last term with focus on Grade 1 skills. KG2 students are taken to meet Grade 1 teachers and Grade 1 teachers go to KG lessons. An orientation is held for parents to explain what the KG2 or Grade 1 level requires.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise standards of achievement in all subjects to very good by:
 - focusing on raising attainment in all subjects
 - reviewing lesson planning to ensure students have a full range of opportunities to produce extended pieces of accurate writing in Arabic and English, and comprehension skills in ASL
 - ensuring students have sufficient opportunities to sharpen their skills in mental mathematics in Elementary
 - reviewing lesson planning to ensure that students consistently have opportunities to develop their innovation and critical thinking skills across the school
 - ensuring that students have regular opportunities to extend their collaborative skills in KG and Elementary
 - using technology more effectively in lessons especially in Middle and upper Elementary.
 - ensuring that curriculum is better aligned for groups of students, especially higher attainers and the gifted and talented.



- Ensure that appropriate external benchmarking is established across all phases by:
 - introducing appropriate benchmarking processes across all phases
 - ensuring very accurate analysis and use of data.
- Ensure that the school has a more systematic, rigorous and accurate self-evaluation process in place by:
 - ensuring that both internal and external data is used rigorously to inform judgements in the SEF
 - ensuring the highest possible standards of coherence between the SEF and SIP
 - aligning all teacher monitoring judgements more closely with the UAE framework in order to ensure accurate focus on attainment and progress
 - sustaining and building on recent improvements in performance.

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 schools.review@spea.shj.ae within three weeks of receiving this report.