



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Darb Al Saada Private School
29 January – 1 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	Information	Value
	School ID	426
	School location	Al Ghubaiba, Sharjah
	Establishment date	2021
	Language of instruction	Arabic
	School curriculum	MoE
	Accreditation body	-
	Examination Board	-
	National Agenda Benchmark Tests/ International assessment	IBT 2022- 2023 2023-2024
	Fee range	10,000 - 15,000 AED
		Principal
Chair of Board of Governors		Wafaa Ayoush
Total number of teachers		71
Total number of teaching assistants		8
Turnover rate		2.14%
Main nationality of teachers		Syrian
	Teacher: student ratio	1:15
	Total number of students	1079
	Total number of students per cycle	KG: 194 Primary: 668 Middle: 189 High: 28
	Number of Emirati students	5
	Number of Emirati students per cycle	1
	KG: number and gender	Boys: 104 Girls: 90
	Primary: number and gender	Boys: 340 Girls: 328
	Middle: number and gender	Boys: 90 Girls: 99
	High: number and gender	Boys: 18 Girls: 10
	Nationality groups	1. Syrian 2. Jordanian
Total number of students with special educational needs	35	



PROGRESS JOURNEY

Previous Review:	Current Review:
N/A	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of five reviewers' 141 lesson observations, 39 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. The school is new, and this is its first review visit. Most students attain in line with curriculum standards across all subjects and cycles. Students' personal development is acceptable but their application of Islamic values and knowledge and understanding of UAE culture and heritage are good. The quality of teaching and assessment and the curriculum are acceptable across the school. Teachers are generally focused more on implementing the content of the curriculum, building knowledge rather than developing students' skills. Acceptable support and guidance, positive relationships and consistent safety processes ensure students' safety on the school premises. Leadership and management are acceptable. Senior leaders are currently developing stronger partnerships with parents and the board of governors, both of which have a positive impact on the learning environment, staff morale and students' behaviour. The school has acceptable capacity to improve.

KEY AREAS OF STRENGTH:

- Students' respect of the culture and heritage of the UAE and their understanding and application of Islamic values to their daily lives.
- The relationships between staff and staff morale are key elements influencing the school's overall positive environment.
- The developing partnerships with parents and the community make positive contributions to the school, promote a sense of shared responsibility and reinforce the school's commitment to providing a supportive education for students.
- The board of governors and parents are involved and supportive.
- The school runs efficiently, and the day-to-day management is effective.

KEY AREAS FOR IMPROVEMENT:

- Improve the quality of teaching and students' achievements in all subjects and across all cycles.
- Improve the use of assessment data.
- Improve the support for students with special educational needs and the more able.
- Improve the school leadership to raise effectiveness.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.

Indicators:		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as an additional Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Social Studies	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
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 across cycles. In lessons and in their work, students in all cycles make acceptable progress. This does not match with the school's internal data which shows students make outstanding progress in all cycles.• The school's internal assessment data shows students' attainment is outstanding in all cycles. This does not match with what was seen in lessons and in students' books, where most students attain in line with curriculum standards in all cycles. There is no external data for Islamic education.• Most students make the expected progress in Islamic education. Children in KG and Cycle 1 make acceptable progress in memorising of short verses of the Holy Qur'an. For example, children in KG2 can memorise and recite Al-Ikhlās and Al-Fil Surahs. Students across cycles understand and appreciate Islamic values, manners and etiquettes and can relate them to their lives. For example, students in Grade 5 understand the value of mercy and can provide situations where they show mercy to poor and old people. Students across cycles memorise and recite correctly short Surahs of Holy Qur'an and Noble Hadeeth of the Prophet (PBUH). Students' deep understanding of the Holy Qur'an verses and Noble Hadeeth of the Prophet (PBUH) to elicit Sharia rules and explaining the meaning of words from them is less developed. Their skill in applying correct Tajweed rules in both Cycles 2 and 3 also lacks depth of understanding.• All groups of students make the expected progress. More able students do not consistently make the progress of which they are capable. This is because teaching is not differentiated.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to memorise short Surahs of Holy Qur'an and Noble Hadeeth of the Prophet (PBUH).• Students' understanding of important historical events in the life of the Prophet (PBUH) Seerah.	<ul style="list-style-type: none">• Students' recitation skills applying correct Tajweed rules across the school.• Students' deeper understanding of the Holy Qur'an verses and Prophet Noble Hadeeth to elicit Sharia rules from them in Cycle 3.• Students' better understanding in Cycle 2 of the meaning of words in Holy Qur'an verses and the Noble Hadeeth of the Prophet (PBUH).



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a First Language (AFL) is acceptable overall. In lessons and in their work in AFL, most students make the expected progress across all cycles. This does not match the school's internal data, which shows students make very good progress in all cycles.• In AFL, the school's internal data shows that students' attainment is very good in all cycles. This does not match with what is seen in lessons and in students' work, where most students attain in line with curriculum standards. External IBT data shows that attainment is very weak in Cycles 1, 2 and 3.• Students in all cycles make acceptable progress in AFL. Children in KG recognise shapes and sounds of letters in the Arabic alphabet. They read words of three letters. In Cycle 1, students understand nominal and verbal sentences. They understand verb tenses. Grade 3 students convert simple present verbs into past simple verbs and vice versa. All students speak in standard Arabic in Arabic lessons. In Cycles 2 and 3, students participate in oral interactions on familiar topics using standard Arabic. They make good progress in reading poems and texts fluently. In Cycles 2 and 3, students show less ability in comprehending long listening texts. Extended writing skills and reading comprehension and analytical skills are less developed across all cycles.• Overall, all groups of students make similar progress except more able students, they are not sufficiently challenged to make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' speaking skills using standard Arabic.• Children's progress in phonics in KG and students' developing reading fluency skills in Cycles 1, 2 and 3.	<ul style="list-style-type: none">• Students' extended writing skills across all cycles.• Students' reading comprehension and analytical skills.• Students' listening comprehension of long texts in Cycles 2 and 3.



Social Studies	<ul style="list-style-type: none">Students' achievement in social studies is acceptable overall. In lessons and over time, most students across all cycles make the expected progress. This does not match the school's internal data which shows that students make outstanding progress in all cycles.The school's internal data shows that most students attain above curriculum standards in all cycles. There is no external data for social studies. In lessons and in students' work, most students attain in line with curriculum standards in all cycles.Overall, children and students in all cycles make acceptable progress in developing skills and knowledge of social studies. Children in KG identify the colours of the UAE flag and sing the national anthem. Students in Cycle 1 understand the Emirati culture and heritage as shown by the displays around the school and students' projects and work samples. In Grade 4, students name the seven Emirates, locate them on the map, and name their rulers. In Cycle 2, students understand the advantage of using modern technology in identifying destinations. By Grade 7, students comprehend how to use GPS coordinates to locate a specific point. In Cycle 3, students understand sustainable development, such as Grade 10 students articulating the social indicators of sustainable development in the UAE. Students discuss world civilizations and cultures, but their knowledge and understanding are less developed.All groups of students make at least the expected progress. More able students do not always progress as rapidly as they could because teaching is not differentiated, and all students generally do the same work.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Children and students' understanding and appreciation of the UAE culture and heritage across all cycles.	<ul style="list-style-type: none">Students' geographical skills and ability to use maps accurately.Students' understanding of other world civilizations and cultures.Students' deeper understanding of sustainability development in the UAE.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. The school's internal assessment shows that progress is outstanding across cycles. This does not match with that seen in lessons and in students' work, where most students' progress is in line with expectations in all cycles.• The school's internal data shows that attainment is outstanding. External IBT data shows that attainment is weak in Cycle 1, good in Cycle 2 and very good in Cycle 3. This does not match with the attainment seen in lessons and in students' work, which shows that most students attain in line with curriculum standards.• Overall, students make acceptable progress in English across cycles. Children in KG make acceptable progress in identifying letters and sounds and can recognize those letters in words. In Cycle 1, students make acceptable progress in understanding simple conversations in English. and they identify different parts of speech in a text and can write simple sentences. In Cycle 2, students use vocabulary and basic language structures to write simple sentences. In Cycles 2 and 3, students engage in long discussions on familiar topics using correct language structures. For example, students in Grade 9 debate on the importance of the teaching profession and its impact on society. Students in Cycles 1 and 2 have less skilled in pronunciation, and their extended writing skills are under-developed. They also have difficulty in comprehending long reading texts and analysing them. Students' extended writing skills are less developed in all cycles.• Overall, all groups of students make similar progress. More able students do not make the progress of which they are capable. This is because teaching is not differentiated, and all students generally do the same work.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Cycles 2 and 3 students' discussions on familiar topics using correct language structures.• Cycle 1 students' speaking and writing simple sentences with correct language structure.	<ul style="list-style-type: none">• Students' extended writing skills across cycles.• Students' accurate pronunciation and oral fluency through more extended discussions and conversations.• Comprehension of long reading texts and analysing them in Cycles 1 and 2.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall. In lessons and over time, most students across all cycles make the expected progress. This does not match the school's internal data which shows that students make outstanding progress in all cycles.• The school's internal data shows that most students attain above curriculum standards in all cycles. The external IBT Math examination data indicates weak attainment in Cycles 1 and 3, and good attainment in Cycle 2. In lessons and in students' work, most students attain in line with curriculum standards in all cycles which is acceptable.• Overall, children and students in all cycles demonstrate acceptable mathematical skills and knowledge. Children in KG make the expected progress and count numbers to ten. They recognise the visual representation of the numbers 1 to 10 through counting images, objects, or manipulatives and are starting to add two groups together. Students in Cycle 1 demonstrate proficiency in basic arithmetic operations with numbers and fractions. Grade 4 students develop sufficient skills in adding and subtracting like fractions. They face challenges when applying this knowledge to data analysis. In Cycle 2, students have sufficient skills of algebraic problem-solving. By Grade 7, students exhibit a proper understanding of the steps required to solve equations with more than two steps. Their proficiency in geometry and measurement is less advanced. In Cycle 3, students understand fundamental geometric transformations such as translations, rotations, and reflections. Solving problems that link to real life is a developing skill.• All groups of students make at least the expected progress. Not all more able students' progress as rapidly as they could due to lack of challenge in the teaching.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Calculation skills in KG and Cycle 1.• Solving equations in Cycle 2 and understanding geometric transformations in Cycle 3.	<ul style="list-style-type: none">• Students' data analysis skills in Cycle 1.• Students' proficiency in geometry and measurement in Cycle 2.• Skills developments involving real-life problems.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. The school's internal data shows that students make good progress in all cycles. This does not match with what is seen in lessons and in students' work, where most students make expected progress.• The school's internal data shows that attainment is very good in Cycles 1 and 2. External IBT data shows that attainment is weak in Cycle 1, and acceptable in Cycles 2 and 3. This does not fully match with that seen in lessons and in students' work, where most students attain in line with curriculum standards.• Most children in KG, and students in Cycles 1 and 2 develop acceptable scientific knowledge and skills. In KG, children develop their understanding of their environment and participate in activities that are suitable for their age group. Cycle 1 students identify the stages of a water cycle and its processes. Investigative skills are less developed due to insufficient practical work and inquiry-based learning. Children and students' ability to observe, compare and draw conclusions is less developed in KG and Cycle 1. In Cycle 2, students describe the heat transfer method and link it with temperature and the weather in the UAE. In Cycle 3, most students can solve equations on moles in chemistry, can differentiate between types of motion in physics, and can link function to structure in body systems in biology. Students' use of accurate scientific terms in the advanced sections, and their research and practical skills are underdeveloped. Students in both Cycles 2 and 3 are not developing their investigative skills.• Most groups of students make the expected progress overall. Some students who have special educational needs (SEN) do not make sufficient progress because teaching is not differentiated.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' basic knowledge and understanding of scientific concepts.• Students' use of accurate scientific terms in the advanced sections.	<ul style="list-style-type: none">• Students' investigation skills across all cycles.• Students' ability to observe, compare and draw conclusions in KG and Cycle 1.• Application of independent practical work in Cycles 2 and 3, and practical activities inside classrooms in KG and Cycle 1.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. The school's internal assessments indicate outstanding progress in computer studies (ICT) and physical education (PE). In lessons and in students' work, most students make expected progress in ICT and PE but less than expected progress in art and music.• Internal assessment data indicates that most students attain in line with curriculum standards in all other subjects. There is no external data for other subjects. In lessons and in students' work, most students attain the curriculum standards in PE and ICT but below curriculum standards in music and art.• In ICT, most students in Cycles 2 and 3 develop adequate skills of searching the internet and using software to create a set of instructions for a simple virtual game.• In art, children select from a limited variety of materials some of which they bring from home to design and create pictures and models independently. Drawing skills are less well developed in all cycles.• In PE, students develop suitable sports skills. In KG, children develop increasingly a range of skills such as ball control, climbing, balancing, and using space safely.• In music, children and students enjoy singing but they rarely develop their ability to play a musical instrument due to limited resources.• More able students do not make the progress they could due to limited opportunities.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ICT skills particularly in Cycles 2 and 3.• Children's physical development in the KG.	<ul style="list-style-type: none">• Students' creativity and drawing skills in Cycle 1• Students' progress in developing skills to play musical instruments.• KG children's role-play to enhance their imagination.



Learning Skills

- Students show positive attitudes to learning. They can sometimes work with limited support from their teacher when given the opportunity. Students across cycles do work in groups but mostly with limited interaction. Collaborative group work is more evident in Cycles 2 and 3. Students in these cycles use their communication skills when they engage in interactions with teachers. For example, students in Cycle 3 organised a debate on the importance of the teaching profession where they practised and communicated their ideas effectively.
- Students across cycles enjoy working together in small groups and more able ones help less able peers, creating a positive atmosphere. Group leaders usually communicate their learning to the class, particularly in Arabic lessons in the higher levels.
- In Arabic and Islamic education, students make some connections between areas of learning. They read the Noble Hadeeth and reflect on their understanding of its content. Grade 7 students discuss healthy living in their English class. Grade 6 students compare graphs in mathematics. These connections remain inconsistent. Students' innovation, critical thinking and creative skills are underdeveloped. There are some limited opportunities for research, innovation and creativity provided to students. For example, a Grade 4 student designed a project for green energy. Students have secure learning technology skills. For example, Grade 6 students use the ALEF platform to complete practice exercises in science.

Areas of Strength

- Students' positive attitudes towards their work across the school.
- Older students' interactions and communication skills.

Areas for Improvement

- Students' collaboration and hands on learning, particularly in KG and Cycle 1.
- Students' innovation, creativity, and critical thinking across the school.
- Students' ability to apply their learning to the world and make connections between areas of learning.



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Acceptable	Acceptable	Acceptable	Acceptable

- Students across the school have a positive attitude toward learning. They demonstrate self-reliance and respond to critical feedback in lessons, particularly in the higher cycles.
- They respect school rules inside and outside classrooms. Students across the school demonstrate respect and consideration for other students and staff. This leads to a positive learning environment.
- Students are courteous to each other. Behaviour is good. The students reported no bullying in the school.
- Students demonstrate general understanding of safe and healthy living. They still may make unhealthy food choices. They occasionally participate in activities that promote safe and healthy lifestyles such as playing soccer and basketball.
- The attendance is at 94% and is good. Punctuality is an issue and a large minority arrive late to assembly.

Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
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- Students demonstrate a clear appreciation and understanding of how Islamic values influence their society. They respect each other, and a minority go to prayers during the school day. Students are involved in a variety of Islamic events, activities and competitions.
- Students show a clear understanding and appreciation of UAE heritage, culture and values. Students participate in a variety of national and cultural events such as National Day, Flag Day and Martyr Day, where they enjoy wearing national costumes and bringing traditional food. Displays around the school celebrate the UAE culture, heritage and values like forgiveness, and many of them support inclusion. Students' work shows pride of the UAE leaders and their achievements.
- Students demonstrate a basic understanding and appreciation of other world cultures through their interactions with peers with different nationalities, such as from Jordan and Egypt.



Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Students are aware of their social responsibilities and are active through the student council. Students initiate activities and seek approval from the senior leadership team. Older students sometimes volunteer with the Red Crescent and in fund raising projects to help the poor, particularly in Ramadan.• Most students have high work ethics, but less developed innovation, enterprise, and entrepreneurship. A minority engage in some innovative initiatives such as technology projects and 'Cube' competition. Students across cycles are rarely enterprising.• Students enjoy their work and are happy to be involved in activities. They make valid and helpful contributions to projects like recycling, and sometimes grow their own plants using organic fertilizers from the remains of water bottles.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' appreciation and understanding of Islamic and UAE values, heritage, and culture.• Students' good attendance.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' punctuality.• Students' deeper understanding of other world cultures.• Students' creativity, innovation, and their entrepreneurship skills.				



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">Teachers in all cycles have secure knowledge of their subjects. Some have a good awareness of how young children learn through children's involvement in practical and extended activities, but this is not consistent. In Cycles 1,2, and 3, Teachers do not consistently know that students have different learning styles and therefore, most lessons do not always consider enough the individual needs of students and their differences.Lesson plans sometimes take account of students' prior learning based on the school's assessment data and diagnostic tests data. Implementation remains inconsistent. Teachers rarely use learning resources in teaching, particularly in Cycle 1. Pace is variable and sometimes activities take longer than needed which provides limited challenge for the more able.In most classrooms, the teacher-student interactions, and the type of questioning teachers use minimises students' engagement in learning. This limits students' opportunity to develop their problem-solving skills. Inadequate use of probing and open-ended questions limits students' ability to develop their critical thinking skills, except in the minority of lessons seen in the advanced sections.Teachers plan a range of activities but not always differentiated to meet the needs of the range of abilities. As a result, more able students are not given sufficient challenge challenges-to enable them to make the progress they should. Occasionally, students with SEN are not supported appropriately. Teaching and challenge are higher in the advanced sections where deeper questioning and more research are integrated into the learning activities planned.Teaching to develop innovation and independent learning skills is underdeveloped in all cycles. Students are rarely provided with opportunities to develop their innovation, investigation and problem-solving skills and creativity in school, whether in classrooms or outside.				
Assessment	Acceptable	Acceptable	Acceptable	Acceptable



- The school has consistent internal assessment processes and has lately introduced diagnostic tests this year to identify gaps in students' learning. The recent diagnostic tests in Arabic, English, and mathematics at the beginning of each term gives teachers additional information.
- The school uses baseline information and continuous assessment to know more about gaps in students' knowledge, skills and understanding. This information has been incorporated into formal subject action plans.
- The school uses the International Benchmarking Test (IBT) and Trends in International Mathematics and Science Study (TIMMS). These benchmark students' attainment in mathematics and science to international standards. Students' attainment in Arabic is benchmarked by the TALA test.
- Assessment analysis now gives a detailed understanding of students' attainment in core subjects. The data is analysed by grade and takes note of percentages above curriculum standards. There is a considerable difference between the school's continuous assessments and external examination results in science, English, mathematics, and Arabic. The system has a measure of progress for individuals by grade and class in all subjects. Assessment information does not consistently give accurate or detailed analysis about individual students as there is a discrepancy between results and what is seen in lessons.
- Assessment information is not yet consistently used to inform teaching and curriculum planning to meet the needs of groups of students.
- Teachers have reasonable knowledge of the strengths and weaknesses of individual students. They provide some challenges, support, feedback, and follow-up. Students are sometimes involved in assessing their own learning. Grade 7 students solve online worksheets and do self-evaluation in mathematics on a regular basis, although this could be more detailed in identifying next steps.

Areas of Strength:

- Teachers' secure subject knowledge across all cycles.
- The developing use of external, national and international benchmarking.
- Teachers' use of diagnostic assessment data to address gaps in students' knowledge, skills and understanding.

Areas for Improvement:

- Teacher-student interactions and dialogue to develop students' critical thinking and problem-solving skills.
- Teaching strategies to meet the needs of individuals and all groups of students.
- Use of assessment information to influence teaching and the curriculum and to provide tailored challenges to students' different learning needs.



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 school follows the Ministry of Education (MoE) curriculum and incorporates all MoE requirements. The school curriculum has a defined rationale, but implementation focuses mainly on imparting knowledge. The planned curriculum focuses on developing students' knowledge with less attention to skills.
- Opportunities to develop learning skills are limited. The taught curriculum focuses on shaping students' attitudes through a comprehensive approach, primarily outside of regular lessons. In KG, the taught curriculum sometimes provides opportunities for children to learn through play and develop their creativity and exploration skills.
- Curriculum progression is based on prescribed textbooks, and planning is aligned accordingly to ensure that course content is delivered each term. It does not align fully with the existing knowledge or starting points of all groups of students. Diagnostic tests are given to students when entering school, which helps decide how the curriculum is presented. Based on the data, the school starts to support the curriculum through the Support Plan. This is a positive development in identifying gaps in student learning, but these are not addressed adequately.
- The curricular options provide older students with some choices that develop their interests and aspirations, but these are not extensive. In KG, children have limited opportunities to choose activities or initiate their learning. The school offers the advanced stream in Cycle 4 and it is effective in providing students with some choices about their learning.
- Some cross-curricular links are planned but they do not fully facilitate students' transfer of learning between different subjects. In the better lessons, particularly in Arabic and Islamic studies, links are well planned by teachers to support adequate transfer of knowledge. It is a positive development, but cross-curricular links are not yet meaningful or fully integrated across all curricular areas. This impacts students' ability to transfer their learning across subjects and make meaningful connections.
- The school conducts irregular reviews and develops its curriculum to ensure adequate provision in most subjects. There is an overreliance on the prescribed textbooks for content and sequencing of work rather than enhancing the taught curriculum to meet the needs of the different groups of students. Reviews to date have not been successful in identifying and addressing gaps in the knowledge and skills of children and students. Overall, the curriculum does not effectively cater to the needs of all groups of students, especially the more able students.



Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The school makes adequate modifications to the curriculum to meet the needs of most groups of students. The Special Educational Needs Coordinator (SENCO) modifies the curriculum for the students identified with SEN. This modification provides adequate support for students in class and in school generally. There are few effectively planned modifications for different abilities in lessons, including for SEN. Curriculum adaptations and challenge in lessons for meeting the needs of more able students are inconsistent.• The curriculum is functional and designed to engage students. In KG, children have a few opportunities to develop their creativity and innovation skills through play-based learning. The curriculum in the other cycles does not provide sufficient opportunities for students to develop their innovation or enterprise skills. Extracurricular activities provide some opportunities for students to develop aspirations. These opportunities do not ensure that academic and extracurricular planning offer enough opportunities for students to develop their learning skills. This includes innovation and enterprise skills, both within and outside the classroom.• The curriculum embeds appropriate opportunities for students to appreciate the heritage and culture of the UAE and Islamic values through assemblies and displays. There are some good opportunities to establish links with Emirati and UAE culture in Arabic and social studies. These links are not integrated throughout the curriculum.				
Areas of Strength:				
<ul style="list-style-type: none">• The curriculum is compliant and follows the statutory requirements.• Effective links with the Emirati culture particularly in Arabic and social studies.				
Areas for Improvement:				
<ul style="list-style-type: none">• Curriculum planning focused on the development of skills alongside imparting knowledge.• Modifications to the curriculum to meet the needs of all learners, particularly in KG and for SEND and the more able.• Enhancement, innovation, and enterprise, particularly in lessons.				



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection /safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The school has reasonable procedures in place to ensure the safeguarding of students. Staff members have received training and are knowledgeable about the procedures for ensuring child protection. Internet safety is effectively promoted through assemblies and awareness sessions, providing students with guidance on staying safe both online and in their overall digital activities. The school maintains effective safety policies, with staff generally aware of their roles and responsibilities. Practical measures are often implemented and reviewed. Students, overall, feel secure and well-supervised within the school. The school maintains current health and safety records, conducting thorough risk assessments for visits and potentially hazardous activities. Regular fire drills and evacuation procedures are in place. A competent medical staff is available to carry out routine checks, and all medication is securely stored with clear administration protocols which are known to all staff. The school has suitable and safe premises, including ICT and science labs, inclusion rooms, library, outdoor spaces, gymnasium, canteen, an art room, and a music room. The facilities are well-maintained, with lifts and toilets ensuring accessibility for those with physical disabilities. The building is inclusive and accessible to all. The school has suitable provision for promoting healthy lifestyles through science and PE, and by encouraging students to bring in healthy snacks, but follow up remains inconsistent. The nutritionist leads lessons on maintaining a healthy lifestyle, addressing topics like hygiene and self-care. Adequate measures, such as shading in the bus area and outdoor courtyards, are implemented to offer reasonable protection from the sun. 				
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Positive staff relationships cultivate an environment where students feel confident to approach adults in case of any concerns. Effective behaviour management is consistently maintained across all sections of the school. The school maintains records of attendance, but not of punctuality. Systems for management and follow-up are in place. Immediate contact with parents is established when students fail to arrive 				



as expected, and prompt action is taken when attendance levels fall. The school ensures effective measures for addressing unauthorised absences.

- The school maintains suitable procedures for identifying students with SEN, led by a competent SENCO. The SENCO adequately identifies and communicates relevant information to staff, supported by shadow teachers assisting thirty-five SEN students. The SENCO demonstrates proper expertise to lead the identification process and train other staff, the impact of which reflects on the inclusive atmosphere in the school.
- The school appropriately supports SEN students through Individualised Education Plans (IEPs) and in-class guidance. There is room for improvement in classroom support. Routine monitoring of progress and modifications to facilities and resources contribute to the acceptable progress of SEN students. The identification and support for gifted and talented students (G&T) are inconsistent and require more effective measures.
- The school regularly monitors the wellbeing of all students. They receive advice and guidance from staff on a range of matters, including their individual progress and health, and most feel confident to ask adults for help. There are suitable procedures for welcoming children and families into the KG and for transition from one cycle to the next one. While planned, there is currently no careers guidance.

Areas of Strength:

- The suitability of premises and facilities for all students, including those with SEN.
- Promotion and management of attendance and behaviour.

Areas for Improvement:

- Policies and procedures applied consistently to ensure students health, safety, and security, including monitoring punctuality to assemblies.
- Approaches which are systematic for identifying and supporting G&T students, while enhancing support for students with SEN within the classroom.
- Comprehensive careers guidance programme to enhance students' career awareness and preparation.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

- The principal along with her vice principal successfully share with staff, parents, and governors their vision and strategic direction which demonstrate commitment to the UAE's national priorities and inclusion. The senior leadership is supported adequately by a group of middle leaders who oversee specific subject areas and who make suitable contributions to self-evaluation and school development processes. Senior and middle leaders demonstrate an appropriate understanding of the curriculum. They do not consistently give a clear understanding of best practices in teaching and learning. Therefore, their impact on raising students' standards is not yet consistent or impactful in all cycles and subjects.
- Professional and friendly relationships and communication exist throughout the school. The principal adequately delegates leadership responsibilities, ensuring students receive the appropriate care and support. Leaders at all levels are aware of their roles and responsibilities. They have not yet reached the stage where their judgements about students' achievement are consistently accurate. Morale is positive.

Self-evaluation and improvement planning

Acceptable

- The senior leadership team involves all staff and parent feedback in the self-evaluation process (SEF) and pinpoints relevant areas requiring improvement and outlines suitable strategies. The monitoring of teaching and learning is systematic and conducted regularly by middle leaders but less so by senior leaders. The lesson observation forms completed during classroom visits and learning walks include relevant criteria. These have more focus on teaching and less emphasis on students' progress. This limits clear understanding of the impact of teaching and professional development on students' achievement and the SEF targets. There is sufficient capacity to improve.

Partnerships with parents and the community

Acceptable

- Parents and a functioning parent council make a positive contribution to the school community. They are involved in organising various events, notably those focused on promoting UAE culture and heritage and Islamic events and celebrations. Various communication methods, such as social media applications, face-to-face and virtual meetings and telegram, ensure parents are well-informed about events and students' achievements.

**School Performance Review of DARB AL SAADA PRIVATE SCHOOL
29 January – 1 February 2024**



<p>The SENCO maintains close communication with parents of students with additional needs and provides them with regular updates on their children's progress. Termly reports and meetings with parents provide adequate information about their child's academic progress and personal development. They do not sufficiently report on the next steps in learning.</p> <ul style="list-style-type: none">The school has established partnerships with several local organizations, including the community police. Leaders have formed partnerships with various schools in the area such as Al Noor school, working together to coordinate joint activities and professional development for teachers and staff. The school's connections have positive effects on improving students' personal development and improving relationships through sharing best practices across the two schools. The school's ties with international organizations are limited.	
Governance	Acceptable
<ul style="list-style-type: none">The Board of Governors, of which the owner is the chair, includes representation or consultation from all stakeholders. Governors and the owner make regular visits. Through these and regular meetings they monitor school performance and play an effective role in financial scrutiny and oversight. They have adequate knowledge about the school's needs and ensure statutory requirements are met. Governors ensure that resources are adequate and promptly address any shortages. These include increasing the staffing in the boys' section and the training for the school social workers on child protection.	
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none">Most aspects of the school operations are well organised and foster an environment conducive to learning. All routines and procedures, including timetabling arrival and dismissal times, are effective in minimising any loss of learning time. Staff are suitably qualified, although a few lack experience. A structured professional development programme addresses teachers' specific training needs and sharing best practices. The impact of these sessions on improving students' attainment and progress remains inconsistent. The school premises are sufficient, with all necessary specialised facilities in place. The school's resources only adequately support curriculum delivery.	
Areas of Strength:	
<ul style="list-style-type: none">The collaborative approach among the senior leadership team creating a positive environment.The emerging influence of the board of governors on the school.Parents value the support they receive from the school.	



Areas for Improvement:

- More rigorous, consistent, and effective monitoring processes of teaching and learning.
- Professional development to improve the skills of both senior and middle leaders in monitoring teaching and learning.
- Sufficient resources to support effective development of learning skills and key knowledge in all subjects.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 13 Arabic teachers with a ratio of 1:16. The coordinator for the Arabic medium subjects monitor planning, lessons, and assessment information.
- The library is new and still under development. There are 1365 books in total, 558 books are resources for teachers, 371 poetry books, 431 are English books and 5 only are fiction books. Students do not yet use the library to borrow books, but they sometimes visit for a whole class guided reading session.
- There is a limited range of books in classrooms particularly in the KG and Cycle 1, but students read from workbooks and texts displayed on smartboards.
- Students have access to some platforms related to Arabic such as Abjadyat for Cycle 1, and ALEF for Cycles 2 and 3.
- Students participate in a limited number of reading competitions such as the Arabic Reading Challenge. The school provides pull out sessions for students who struggle with reading in Cycle 1.
- The school encourages parents to support their children's reading and provides them with appropriate guidance.

The school's use of external benchmarking data

- In 2023-2024, 552 students from grades 3 to 10 participated in the IBT test, and all students in grades 4 and 8 participated in the TIMSS exam for math and science. The first cycle of the TALA Arabic test included all students in grades 3 to 8.
- The school prepares students for upcoming exams through intensive training. Some teachers started integrating questions from standardised tests into their daily planning. The school pays the exam fees to ensure all students are entered in the examination.
- The school has a report that includes results in all the international benchmarking tests which is shared with students and parents. It adopts a comprehensive approach to communicating exam results. Initially, the results are sent to parents, and subsequently, teachers and staff engage in discussions with students within the school environment to ensure a thorough understanding of their performance.
- The school ensures useful communication with parents regarding standardised test results. After the results are issued, the school promptly shares the external exam outcomes with



parents. This is achieved by sending a link to parents via SMS, allowing them to conveniently access and review their sons' and daughters' results.

Provision for KG

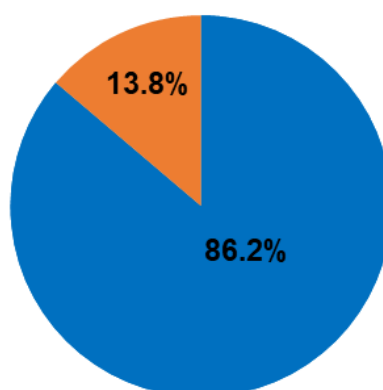
- There is a KG lead, a lead assistant, an academic coordinator, and an administrative assistant. Teacher and student ratio is 1:16. There is one PE teacher and one art teacher.
- The indoor environment has two sections with five classes, each with its own set of accessible resources for all areas of learning. There is an activity room and a small PE room. Displays are colourful with worksheets and pictures. Sight words, letters and numbers are displayed around to build children's literacy and numeracy. Topic related vocabulary, days of the week, class rules, words to aid writing and data shows are displayed. Spaces are well organised for floor and table work. There is a small free-flow area which sometimes give children choices about their learning. Classrooms and the free-flow area are reasonably resourced, but teachers create their own visual aids from materials they bring from home.
- There is one shaded outdoor area with climbing equipment to develop PD skills. There is a limited range of wheeled toys. There are no sand and water areas to give children more choices. Learning resources are insufficient to enhance children's learning and exploration.
- There are suitable arrangements for induction, including an interview, but children with severe needs are not admitted. Parents come to an orientation meeting and staff hold events during the year to welcome and engage parents. Children tour the C1 classrooms, so they are familiar with them when they transition.
 - From the lessons observed over the four days, the KG provision is adequate.



VIEWS OF PARENTS

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

No. of Responses = 247



■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve the quality of teaching and students' achievements to a consistently good or better level in all subjects and cycles by:
 - consistently engaging students in active learning from the start of the lesson in all subjects and grades.
 - raising expectations of what students can achieve and do in all subjects.
 - providing students with regular opportunities to develop their scientific investigation and practical skills following the scientific method in science.
 - providing sufficient opportunities for students to develop their reading, writing, and speaking skills in English across the school.
 - improving students' mental mathematics and word problem-solving skills through regular practice.
 - providing consistent opportunities in all lessons for students to develop their collaboration and communication skills and across all subjects.
 - planning regular opportunities for students to develop their critical thinking, problem-solving, inquiry, and independent learning skills in lessons across subjects and grades.



- providing children in KG with regular opportunities to explore and learn through play.
- ensuring that teachers consistently implement well-differentiated work to effectively support the lower-attaining students and challenge the higher-attaining students in lessons across subjects and grades.
- Improve the use of assessment data to reach at least a good level by:
 - ensuring teachers use all types of assessment data effectively, including internal and external, and match activities to students' needs.
 - consistently sharing specific success criteria and rubrics with students for deeper and more comprehensive self and peer assessments to help them identify their strengths and next steps.
- Improve the support for SEN and those who are more able to reach at least a good level by:
 - establishing a thorough system to identify G&T students.
 - ensuring effective support for SEN in lessons.
 - planning challenging activities for more able students to develop their skills and nurture their talents in lessons and extracurricular activities.
- Improve the school leadership to raise effectiveness to at least a good level by:
 - improving monitoring of teaching and learning processes and tools to focus on the impact of teaching on students' outcomes.
 - holding the senior leadership team accountable for raising students' achievements.
 - developing a continuous professional development plan focusing on best practices in teaching and analyses of assessment data to drive planning and teaching.
 - providing more subject-specific resources and stocking the library with sufficient fictional and non-fictional reading books in English and Arabic suitable for all ages.



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.