هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

AL DAWHA SCHOOL

16 - 19 January, 2023

Overall Effectiveness	ACCEPTABLE

ITQAN إتقان

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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

<table>
<tr><td rowspan="9" align="center">School</td><td>School ID</td><td>136</td></tr>
<tr><td>School location</td><td>Al Azra, Sharjah</td></tr>
<tr><td>Establishment date</td><td>01/09/1986</td></tr>
<tr><td>Language of instruction</td><td>English</td></tr>
<tr><td>School curriculum</td><td>American</td></tr>
<tr><td>Accreditation body</td><td>Cognia and College Board</td></tr>
<tr><td>Examination Board</td><td>AP College Board</td></tr>
<tr><td>National Agenda Benchmark Tests/ International assessment</td><td>SAT, MAP, CAT4, IBT (ARABIC), PISA, TIMMS, PIRLS, EMSAT.</td></tr>
<tr><td>Fee range</td><td>AED 10,000 to 25,000</td></tr>
<tr><td rowspan="6" align="center">Staff</td><td>Principal</td><td>Mouhannad Abolhoda</td></tr>
<tr><td>Chair of Board of Governors</td><td>Sheikh Sultan Bin Ali Al Noaimi & Souhail Abouhoda</td></tr>
<tr><td>Total number of teachers</td><td>101</td></tr>
<tr><td>Total number of teaching assistants</td><td>1</td></tr>
<tr><td>Turnover rate</td><td>5%</td></tr>
<tr><td>Main nationality of teachers</td><td>Arab</td></tr>
<tr><td rowspan="9" align="center">Students</td><td>Teacher: student ratio</td><td>1:23</td></tr>
<tr><td>Total number of students</td><td>2091</td></tr>
<tr><td>Number of Emirati students</td><td>48</td></tr>
<tr><td>KG: number and gender</td><td>Total 293: Girls 139, Boys 154</td></tr>
<tr><td>Primary: number and gender</td><td>Total 687: Girls 325, Boys 362</td></tr>
<tr><td>Middle: number and gender</td><td>Total 612: Girls 309, Boys 303</td></tr>
<tr><td>High: number and gender</td><td>Total 499: Girls 222, Boys 277</td></tr>
<tr><td>Nationality groups</td><td>1. Palestinian
2. Lebanese</td></tr>
<tr><td>Total number of students with special educational needs</td><td>0</td></tr>
</table>

PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
ACCEPTABLE	**ACCEPTABLE**

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 172 lesson observations, 29 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:
The school's overall effectiveness is acceptable. This is the same outcome as the previous inspection in 2018.The implementation of the school development plan has resulted in improvements in achievement in High Phase English, mathematics and science, in Middle Phase Islamic Education and mathematics, in Primary Phase Arabic second language (ASL) and in KG mathematics. The performance management systems are providing opportunities for accountabilities to be implemented at all levels. As yet, there are inconsistencies in the process, particularly in the accountability for achievement in the Primary Phase. The improvements achieved, particularly in the High Phase, are the result of good teaching, well planned lessons, activities designed to meet the needs of all ability groups and students taking ownership and responsibility for their own learning. Students' personal and social development and the arrangements for their protection, care, guidance and support are given a high priority by the principal, senior leaders and all the staff. This creates a positive, friendly, and safe environment for learning.

KEY AREAS OF STRENGTH:
- The improvement in achievement in English, mathematics and science in the High Phase and Islamic Education and mathematics in the Middle Phase.
- Students' personal and social development and the arrangements for their protection, care, guidance, and support.
- The positive relationships amongst staff and students.
- The partnership and positive relationships the school has with parents.
- The determination and passion of the principal and school leaders to continually improve students' achievement and personal development.

KEY AREAS FOR IMPROVEMENT:
- Further improve achievement across the school in all subjects and in all phases.
- Continue to improve teaching and learning to meet the needs of all groups of students.
- Improve the consistency in Middle leadership accountability, particularly in respect of students' achievement in the Primary Phase.

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

The Overall Students' Achievement is Acceptable

Indicators:		KG	Primary	Middle	High
Islamic Education	**Attainment**	Acceptable	Acceptable	Good	Acceptable
	Progress	Acceptable	Acceptable	Good	Acceptable
Arabic (as a First Language)	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a Second Language)	**Attainment**	N/A	Good	Acceptable	Acceptable
	Progress	N/A	Good	Acceptable	Acceptable
Social Studies	**Attainment**	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
English	**Attainment**	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Mathematics	**Attainment**	Good	Acceptable	Good	Good
	Progress	Good	Acceptable	Good	Good
Science	**Attainment**	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Other subjects (Art, Music, PE)	**Attainment**	Good	Acceptable	Acceptable	Good
	Progress	Good	Good	Acceptable	Good
Learning Skills		Acceptable	Acceptable	Acceptable	Good

Islamic Education	- Students' achievement in Islamic Education is acceptable overall, it is good in the Middle Phase. In lessons and their recent work, most students make acceptable progress across the school. This does not match the internal data, which shows that all students make outstanding progress across the school. - In lessons and students' work, students' attainment is acceptable overall. It is good in the Middle Phase. This does not match the internal assessment data, which shows outstanding attainment in all phases. - Most students make acceptable progress. In Middle, the majority of the students make good progress. In KG and Primary, students gain secure knowledge and can recognise that Allah Almighty is the creator and the provider. Most students in Primary Phase can explain the Pillars of Islam, and the importance of prayers that purify the soul. Regarding Sunnah and the stages of Noble Hadeeth, most students in Middle and High Phase learn to distinguish between the stages of Noble Hadeeth based on the rubrics and the sanctification of mosques. However, across the school, students sometimes struggle with memorising age-appropriate Holy Qur'an meanings and Nobel Hadeeths. Overall, students' skills to read Islamic texts are less well developed. - Most groups of students across the school make expected progress. The majority of groups in the Middle Phase make better than expected progress. Higher achieving students and lower achieving students do not progress as rapidly as they could.

Areas of Strength	Areas for Improvement
- Students' understanding of Islamic teaching and etiquettes linked to their daily lives. - Students' understanding of the Nobel Hadeeth stages in the Middle Phase.	- Students' reading skills with Islamic texts. - Students' abilities to memorise Nobel Hadeeths.

Arabic	- In Arabic as first language (AFL), students' achievement is acceptable across all phases, while in Arabic as a second language (ASL), students' achievement is good in the Primary Phase and acceptable in the Middle and High Phases. Most students make acceptable progress in all phases in AFL and in the Middle and High Phases in ASL, they make good progress in the Primary in ASL. This does not match with internal data which shows all students make outstanding progress across the school. - A small proportion (10%) of students in Grades 3 to 10 have taken the IBT test in 2021, their results show good attainment. In 2022, all students in Grades 3 to 10 sat the IBT but results have not yet been released. Internal assessment data in both AFL and ASL for all phases show attainment as outstanding. This is not seen in lessons and in students' books where overall, most students across all phases attain in line with curriculum standards in both AFL and ASL. - Most students make acceptable progress. In KG, children develop phonemic awareness of Arabic alphabets and begin to read words and short sentences. In AFL, Primary Phase students learn to read familiar texts and identify implied main ideas and conclusions. In Middle and High Phases, students develop language proficiency that enables them to interpret textual information in familiar topics. They can comprehend listening passages and rephrase their topic and subtopics in standard Arabic. In ASL, students make good progress in the Primary Phase and acceptable in the Middle and High Phases in developing speaking, listening, and reading about familiar topics. Students' extended writing and application of vowel points when speaking out loud is still underdeveloped across all phases in both AFL and ASL. - There is no significant difference in the progress made by different groups of students.

Areas of Strength	Areas for Improvement
- Students' appreciation of Arabic poets and poetry. - Students' speaking, listening, and reading skills in Middle Phase.	- Students' ability to write extensively. - Students' expressive reading skills.

Social Studies	- Students' achievement in social studies is acceptable overall. Most students make acceptable progress. This does not match the school's internal data, which shows that all students make outstanding progress. - Internal assessment data indicates outstanding attainment. This is not seen in lessons and in students' books where overall, students' attainment is acceptable. - Most students make acceptable progress. Students gain an adequate understanding of aspects of the growth of the population in the UAE and the main factors behind it. In addition to identifying the elements of maps, they gain age-appropriate understanding of geographical facts. However, their knowledge of UAE geographies, such as physical features, economic facts, and other cultures around the world is developing. Most students in Middle Phase gain adequate knowledge about the climatic regions and the history of Umayyad and Abbasid States, in addition to good knowledge about GPS and technology developments in the UAE. Students show appreciation for the heritage and culture of the UAE. However, their knowledge of famous people in the history of the UAE is underdeveloped. - Overall, most groups of students make expected progress. Higher-achieving students do not progress as well as they could.

Areas of Strength	Areas for Improvement
- Students' knowledge and appreciation of the culture of the UAE across the school. - Students' understanding of aspects of the growth of the population in the UAE in the Primary Phase.	- Students' knowledge of UAE geographies, such as physical features and economic facts. - Students' knowledge of famous people in the history of the UAE.

English	• Students' achievement in English is acceptable overall. It is good in the High Phase. Most students make expected progress. In the High Phase a majority of students make better than expected progress. This does not match the school's internal data where progress is outstanding across all phases.
	• External MAP data shows attainment as acceptable. CAT4 results are acceptable. This matches students' attainment in lessons and in their books where most students make expected progress. In the High Phase, a majority of students make better than expected progress.
	• Most students make acceptable progress overall. In the High Phase, a majority of students make better than expected progress. In KG, most children develop their understanding of phonics. For example, they can identify the difference between a long and a short I, although some children find it more difficult and require teacher support. In Primary Phase, students further develop their phonics and literacy skills when building and decoding diagraphs and can compose sentences. However, their reading and comprehension skills are less well developed. In Middle Phase, students learn to analyse and discuss non-fiction text in their own words, although some students lack confidence in expressing themselves orally. In the High Phase, a majority of students develop better than expected oral and communication skills. For example, when they discuss their opinions through independent reading choices linking to the topic of human rights. Across all phases, students writing skills are less well developed than their other skills.
	• Overall, all groups of students make expected progress. In the High Phase a majority of groups make better than expected progress.

Areas of Strength	Areas for Improvement
• Language and communication skills in High Phase. • Reading skills in High Phase using a variety of fiction and non-fiction texts.	• Writing skills across all phases. • Reading and comprehension skills in Primary Phase.

Mathematics	
	• Students' achievement in mathematics is good overall. It is acceptable in the Primary Phase. A majority of students make better than expected progress overall in lessons and in their work, with expected progress in Primary Phase. This is not aligned to the school's internal data, where progress is outstanding in all phases.
	• The school's internal assessment data shows attainment as outstanding across all phases. This is not aligned to the attainment seen in mathematics lessons and in students' work where it is good overall and acceptable in the Primary Phase. External MAP assessment data in mathematics shows acceptable attainment in the Primary Phase and good attainment in the Middle and High Phase, this is aligned to the attainment seen in lessons and in students' work.
	• A majority of students make good progress in mathematics overall. KG children show growing confidence in their knowledge of number and applying their knowledge to basic additions. In Primary Phase, most students gain knowledge of number and the use of operations in line with curriculum standards. However, a small minority lack skills and confidence with basic number work. In the Middle Phase, a majority of students make good progress in their understanding of algebra, multiplying monomials and solving simple and quadratic equations. A minority of students lack a deep understanding of how to solve quadratic equations by completing the square. In High Phase, a majority of students make good progress in graphing polynomials and in applying calculus rules and methods in solving a variety of problems.
	• Overall, a majority of groups of students make better than expected progress in mathematics. Higher ability and lower ability groups in Primary do not make the progress of which they are capable.

Areas of Strength	Areas for Improvement
• Multiplying monomials and solving simple and quadratic equations in the Middle Phase. • Applying calculus rules and methods to solve problems in the High Phase.	• Skills and confidence with basic number work in the Primary Phase. • Deeper understanding of how to solve quadratic equations in the Middle Phase.

Science	- Students' achievement in science is acceptable across the school, it is good in the High Phase. Most students make expected progress overall. The majority of students make better than expected progress in the High Phase. This does not fully align with the school's internal data which shows students, overall, make very good progress. - Attainment is acceptable overall. A majority of students attain above curriculum expectations in the High Phase. This does not match with internal assessments which indicate that attainment is very good. MAP external data indicates that attainment is acceptable overall. - Overall, the majority of students make acceptable progress. A majority make good progress in the High Phase. In KG, children acquire adequate observational and questioning skills as well as developing an age-appropriate range of subject-specific vocabulary when discussing the five senses. Primary and Middle Phase students develop acceptable skills in investigation, interpretation, and communication, such as looking at the refraction of light. However, their skills to make practical links to technology, the environment, and society are less well developed. In High Phase, students gain good skills to collaborate with others when carrying out investigations, group work and drawing effective conclusions. They can record quality notes and can discuss and evaluate how they can improve their experiments. - All groups make acceptable progress and in High Phase, a majority of groups make better than expected progress. However, lower and higher ability students do not always make the progress of which they are capable.

	Areas of Strength	Areas for Improvement
	- Students' confidence when conducting investigations in High Phase. - Students' knowledge of science facts and theory in all phases.	- Students' ability to evaluate their experiments in Middle Phase. - Acquisition of more complex science vocabulary in KG.

Other subjects	• The achievement of students in other subjects is good overall in IT and Business studies and is acceptable overall in Art and PE. Internal assessment shows outstanding progress in PE and Art in KG and most Primary grades. This does not match the progress seen in lessons, which is acceptable overall. In IT, the majority of students make better than expected progress from their starting points.
	• Students' attainment in Art and PE is acceptable overall, however it does not match with school data which indicates outstanding attainment. Students' attainment in Grade 12 external examinations is good in IT and Business Studies.
	• Indoor and outdoor activities enable students to develop their fitness and motor skills adequately. In Art, students make acceptable progress gaining a range of artistic skills. For example, when they collaborate and use paints to colour a black and white seascape and when they learn how to apply shading techniques using a pencil. However, students' skills to produce more individual and creative artwork are limited.
	• In IT, younger students can follow instructions to create a simple program using Scratch. However, younger students have a limited understanding of how to apply programming skills to real-world situations. In High Phase, students confidently exhibit higher order technological skills through a program to create computer games. Students in the High Phase extend their skills by supporting the development of the school website. Business studies students develop good knowledge. For example, they can analyse and discuss case studies for real companies confidently.
	• Most groups of students make better than expected progress in other subjects from their starting points.

Areas of Strengths	Areas for Improvement
• Students' progress in Business Studies. • Students' programming skills in High Phase.	• Students' creative artwork. • Students' skills to apply programming to real-world situations in the Primary Phase.

Learning Skills	• Students' learning skills are acceptable in KG, Primary and Middle Phases. They are good in the High Phase, where students enjoy learning and take increased responsibility for their learning. For example, in English, students choose independent reading books, which they summarise and communicate clearly linking the narrative to the human rights topic and their understanding of the world. • Students in High Phase collaborate well in a range of learning situations. For example, in science, students present slides relating to frugivores, carnivores, and filter feeders and field questions from their peers. Collaboration in the lower Phases is underdeveloped. • Older students are also more successful in making links between areas of learning and in making links to the world. • In the lower Phases, the use of learning technologies in lessons is limited and innovation skills less developed. However, High Phase students use technology more frequently to support learning, research, innovation and critical thinking skills.

	Areas of Strengths	**Areas for Improvement**
	• Students' enjoyment of learning and increased responsibility for their own learning in the High Phase. • Students' learning related to understanding of the real world in the High Phase.	• Students' interaction and collaboration in the lower Phases. • The use of technologies to support learning, and develop research, innovation, and critical thinking skills in the lower Phases.

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

Indicators:	KG	Primary	Middle	High
Personal development	**Good**	**Good**	**Good**	**Good**

- Students' personal and social development and innovation skills are good overall. Students demonstrate responsible attitudes that enable them to accept critical feedback and respond positively. They are self-disciplined in and out of classrooms as evident in their respect for school rules and teachers' directions. Incidents of bullying are rare.
- Cordial and considerate relationships have led to high levels of respect for staff and friendly interactions with others, particularly those from different cultures. Students are aware of healthy

living choices and high school students voluntarily participate in multiple health awareness programs such as Breast Cancer, Obesity and Diabetes campaigns.
- Students' attendance is very good at 96%. Students usually arrive at school and to lessons on time.

Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students demonstrate clear appreciation and understanding of Islamic values and how they influence UAE society. They celebrate the Prophet's (PBUH) birthday and organise events in tolerance and charity days.
- Their knowledge and appreciation of Emirati culture and heritage is evident in their effective participation in events and celebrations in the National day celebrations, Martyrs Day, Flag Day and the Emirati children's day. Moreover, they enthusiastically celebrate international children's day and show clear understanding of other world cultures.

Social responsibility and innovation skills	Good	Good	Good	Good

- As members of school community, students, particularly from High Phase, voluntarily take on key roles in the school campus and regularly participate in social community events such as Environment Day, visits to the Elderly Centre, Red Crescent donation and a day at the Orphans Care Centre.
- Students demonstrate positive work ethics and sometimes take the initiative to organise activities themselves such as Ramadan Collective Iftar and Healthy Breakfast Competition. However, their innovation and enterprise skills are less well developed.
- Students also show good understanding of sustainability and appreciate UAE efforts in creating sustainable economic growth and clean energy as evident in their discussions about their visits to EXPO 2020.

Areas of Strength:

- Relationships amongst students and with staff.
- Attendance.

Areas for Improvement:

- Students' innovation skills.
- Students' enterprising and entrepreneurship skills.

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good

- The quality of teaching and assessment is acceptable overall. It is good in High Phase. Most teachers have a good knowledge of their subjects and understand how students learn. In the best lessons, teachers use a wide range of strategies to make the work interesting and well-matched to the needs of students of differing abilities, such as science in the High Phase. However, these features are not consistently seen in many lessons across the school and sometimes tasks set do not match precisely enough the needs of the students.
- Teachers plan lessons that are adequately aligned to the core curriculum standards. A minority of teachers use the environment effectively to support students' learning such as in science where many lessons are conducted in the laboratory.
- Teacher and student interactions are positive and ensure students are engaged in lessons. Basic questioning is used to check and correct understanding, although high level questioning is seen in the High Phase to facilitate deeper understanding. There are good examples of teachers engaging students in discussion and dialogue in the High Phase, where students are given the opportunity to talk at greater length to build their confidence and understanding of topics.
- Teachers do not consistently promote critical thinking, problem-solving, innovation skills and independent learning. They are more effectively promoted in the High Phase.

Assessment	Acceptable	Acceptable	Acceptable	Good

- Internal assessment processes are coherent and provide a suitable measure of students' progress. CAT4, MAP, EMSAT, IBT Arabic, AP, SAT, PISA, TIMMS and PIRLS external tests and examinations are the national and international benchmarks of students' attainment used in the school. The analysis of internal assessments by the school indicates attainment is outstanding. However, this is not seen in lessons and in students' work. With further analysis, the international benchmarks show the school to be acceptable for MAP examinations.
- Most teachers have access to assessment information to monitor students' progress. However, there is inconsistent use of the data to influence teaching, and to help grouping of students according to their abilities.
- The school has recently introduced a marking and assessment policy and students' work is now generally marked regularly. However, the marking of books does not always provide sufficient feedback to students as to how they can improve. However, through the TEAMS portal, departments are giving feedback on students' work.

Areas of Strength:

- Teachers' subject knowledge in High Phase.
- Teaching to develop critical thinking skills in High Phase.

Areas for Improvement:

- Teaching strategies to meet students' needs in Primary and Middle Phases.
- Analysis of assessment data to monitor students' progress in Primary and Middle Phases.

PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Good

- The overall quality of the curriculum is acceptable. It is good in the High Phase. The curriculum is reasonably broad and balanced and follows all statutory requirements aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and the Ministry of Education Arabic curriculum, but does not always develop students' skills sufficiently, except for higher Phase students.
- Adequate planning and implementation of the curriculum ensures continuity and progression through the support of published resources, and American University of Sharjah to assist transition for High Phase students.
- Older students in the High Phase have more opportunities to make choices and attend specialist workshops outside the school, for example fashion design, however this option is not available to the lower Phases.
- Cross curricula links are planned in some areas. For example, between Islamic education and Arabic language when students need phonetic skills to decipher the Holy Qur'an accurately. Also in KG, when children are studying the 5 prayers and 5 pillars of Islam, links are made to mathematics. Overall, there is scope to improve the links made between subjects.
- The school conducts periodic reviews through self-assessment, and student and teacher surveys. These enable leaders to identify development priorities, update resources and meet the academic and personal development needs of most students.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Good

- The school makes adequate modifications to the curriculum to meet the needs of most groups of students, however teachers have more success in modifying the curriculum for older students.
- There are an adequate range of enhancements, extra-curricular clubs and activities, such as debate club, business fayres, university visits and a range of competitive events to develop skills. However, enhancements to the curriculum are not yet supporting students' innovation and creativity skills well.
- The curriculum is successful in raising students' awareness of the UAE and Emirati culture. The curriculum integrates appropriate learning experiences and enables all students to develop a clear understanding of the UAE's values, culture, and society.

Areas of Strength:

- Curriculum provision in the High Phase.
- Opportunities for all students to develop a clear understanding of the UAE's values, culture and society.

Areas for Improvement:

- Modification of the curriculum to meet the needs of lower Phase students.
- Cross curricular implementation across all phases and subjects.

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

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

- The quality of protection, care and support is good in all phases. Procedures for safeguarding and child protection are effective. All staff, students and parents are aware of and understand the child protection policies and procedures. The school has effective arrangements to protect students from verbal, physical and psychological abuse, and bullying.

- Effective policies and procedures are in place to ensure that students are kept safe. There are regular and routine fire drills. Evacuation procedures and responses to other incidents are known by all. The school maintains clear records and action plans are drawn up to prevent recurrence.
- Buildings and equipment are maintained to a high standard. The premises and toilets are hygienic. However, access is limited to the ground floor for people with mobility issues.
- The school regards the promotion of healthy living as an important part of its provision. The curriculum content of programmes such as moral education, form time, assemblies, and class time, include references to healthy lifestyles such as the importance of diet and exercise.

Care and support	Good	Good	Good	Good

- Staff have positive relations with all students and the school has an effective approach to managing student behaviour. Almost all students manage their own behaviour effectively. Systems for managing attendance and punctuality, including follow-up unexcused absences and lateness are effective.
- The school has an acceptable system to identify SEN and G&T students. Students with identified needs are generally provided with additional support to enable them to make adequate progress, but the implementation of support in classrooms is inconsistent.
- The school provides comprehensive orientation evenings for parents which are followed up by emails and newsletters. Career guidance through the counsellor and high school teachers for older students is appropriate. The school has partnerships and links with UAE and overseas universities and Grade 12 students' application progress is tracked.

Areas of Strength:

- The school has effective arrangements to protect students from verbal, physical and psychological abuse.
- The school promotes healthy lifestyles across its provision well.

Areas for Improvement:

- Further development of inclusion and support procedures for SEN students who apply to join the school.
- Consistency of classroom support for students with identified educational needs.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

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

- The overall quality of leadership and management is acceptable. It is good in partnerships with parents and day-to-day management. The mission and vision are promoted by the principal with all stakeholders. School leaders are successful in providing a positive environment so that students are happy and enthusiastic learners. They demonstrate commitment to the UAE national and Emirate priorities. They demonstrate an understanding of the curriculum and best practises which is driving an improvement agenda. This is having an impact on learning, particularly in the High Phase, but is not yet consistent in other phases or across subjects.

- Relationships and communications are professional and staff morale is generally positive. Senior and Middle leadership have clear roles and responsibilities and most staff know what is expected of them. There are some inconsistencies in Middle leadership accountability, particularly in the Primary Phase. Leaders have improved some aspects of school performance, particularly in the High Phase, and demonstrate awareness that further improvements can be achieved. They demonstrate sufficient capacity to make the required improvements. They ensure that the school is compliant with statutory and regulatory requirements.

- The views of all stakeholders are reflected in the self-evaluation and improvement planning process. School leaders undertake regular lesson observations. These are not always consistent in focussing on the impact of teaching on students' learning. The school's performance management process enables teachers to reflect on their practice and formulate their personalised professional development plan. The School Improvement Plan (SIP) targets the areas from the last inspection report. Some of the success criteria lacks measurable goals linked to student outcomes. There has been some improvement in areas identified in the previous report, but they are not consistently embedded in practice in some subjects and phases.

- The school is successful in engaging parents as partners, and they are generally positive about the quality of education and care their children receive. The Parent Council supports the school in activities and functions. They like the approachability and welcoming attitude of senior leaders.

They have multiple ways of communicating with the school. Parents praise the school's online portal that enables them to view all aspects of their child's progress and allows two-way communication with the school. A termly report provides parents with regular updates, with follow up meetings with teachers to discuss their child's progress. The school has effective links with local and international organisations and universities. The school is a member of the SHARAKA Program which facilitates links with schools and universities across the world.

- The Governors have embraced the recommendations from the previous inspection and now has representation from all stakeholders. They meet formally every two to three months, with one governor visiting regularly to provide support for the school and a link to other governors. They review the SEF, SIP and monitor school performance in the external benchmark tests and examinations. They hold leaders accountable for improving all aspects of the school. The Governors provide appropriate staffing and resources and ensure that all statutory requirements are met.

- The school is well organised. Staff are suitably qualified and have regular professional development matched to the SIP priorities for the school and their personal goals. The premises include specialist facilities that allow access for all and provide hands-on learning opportunities for students. There are a good range of resources to support the curriculum. The use of technology in many classrooms provides good opportunities to enrich students' learning experience.

Areas of Strength:

- Partnership with parents.
- Day-to-day organisation of the school.

Areas for Improvement:

- Linking SIP success criteria to improvements in students' achievement.
- Middle leadership accountability for improving provision in the Primary Phase.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The ratio of Arabic teachers to students is 1:23. There are 16 Arabic teachers in the school teaching both AFL and ASL to all grades from KG to Grade 12.
- The school library has 9000 books out of which 2400 are Arabic books that cover a wide range of Arabic literature from poetry and novels to short stories and fiction. Some of those books are donated by teachers, parents and students.
- The school applies some programmes to encourage reading, such as Drop Everything and Read (DEAR); students read their choice of books for 15 minutes twice a week. As evident in the ledger register, students do not borrow books from the school library. The library is open for students during break time; two days for boys and two days for girls. Girls demonstrate higher interest than the boys in visiting the school library for reading. On average, about 25 girls and 10

boys visit the library on a weekly basis. They mostly read fiction books and only one or two read old novels and stories.

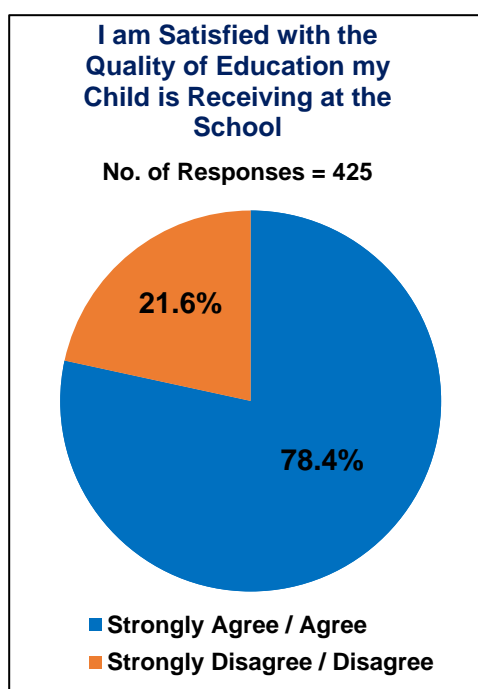## The school's use of external benchmarking data

- The school makes use of a variety of external testing including: CAT4, MAP, EMSAT, IBT Arabic, AP, SAT, PISA, PIRLS and TIMMS.
- There are regular communications with parents in relation to international benchmarking testing via a weekly plan which is shared with parents and emails via TEAMS; Orientation evenings for parents and students; Booster classes for revision after school; Emails to parents about exam dates; Emails to parents with results plus analysis; MAP question of the day in all classes from Grade 1 to 12 and MAP based questions in assessments.
- MAP results are now included in end of term grades to ensure students realise the importance of MAP. Students are trained for international benchmarking testing in a continuous process during classroom transactions. National Agenda videos on the school website inform parents.
- Results are shared with the students online via email with analysis. The students are made aware of their profiles based on the CAT4 results. Opportunities are provided for parents to ask questions by TEAMS. Parents are invited to evenings to discuss results.

Provision for KG

- There are 293 children in KG. There are 18 teachers, 19 classroom assistants and several cleaners (who also assist students in bathrooms.) The Teacher: Student ratio is 1:16 (excluding classroom assistants etc).
- The KG section and the classrooms are spacious, with good facilities and resources. There are wall displays showcasing student work and national celebrations. There is an indoor playground with slides and climbing frames for the hotter months. Teaching resources include manipulatives, plastic bricks, clothes pegs and paints. Every student has access to a tablet.
- There are narrow, shady areas outside with AstroTurf. These are used in the cooler months for PE. The PE lesson are well-resourced with balls, cones, hopscotch and other equipment. There is no sand or water play equipment.
- New students and their parents are invited to an open day prior to term starting. The first week is Fun Week for new students with play-based activities. Prior to Covid, parents were invited to attend the first day of Term 1. Transitions are planned for promotion from KG 1 to KG 2 and from KG 2 to Grade 1. During Term 3, prior to promotion, students visit the next grade to meet the teachers and sit in on some classes. Communication is through email and SMS prior to enrolment. All parents are on the class Dojo and Teams to enable them to track their children's activities and progress.

VIEWS OF PARENTS

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

No. of Responses = 425

- Strongly Agree / Agree: 78.4%
- Strongly Disagree / Disagree: 21.6%

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Further Improve achievement across the school in all subjects and in all phases by:
  - improving achievement in English and science in KG, Primary and Middle Phase and mathematics in the Primary Phase.
  - improving achievement across all phases in all Arabic medium subjects.
  - improving the consistency of the development of innovation, critical thinking, and problem-solving skills in Primary and Middle Phases.
  - introducing into the Primary Phases the best practices seen in Middle and High. Phases in the use of technology by students to enhance their learning experience.

- Continue to improve teaching and learning to meet the needs of all groups of students by:
  - reviewing the consistency of senior leaders' lesson visits by undertaking joint observations.
  - using the inspection framework definitions to guide observation judgements on attainment and progress in each lesson.
  - ensuring that all observations have a clear focus on the effectiveness of learning for every student.

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- identifying the key areas of improvement in respect of learning for all groups of students and use them as the foundation of strategies to improve teaching practices.
- focussing professional development of teachers on establishing differentiated classroom practices that always meets the needs of every student.

- Improve the consistency in Middle leadership accountability, particularly in respect of students' achievement in the Primary Phase by:
  - reviewing Middle leadership responsibilities and accountabilities in all areas of provision in need of improvement.
  - setting challenging and measurable improvement goals for all students, teachers, Middle and senior leaders.
  - identifying key staff to form a teaching and learning improvement team specifically for the Primary Phase.
  - designing themed observations for this team to formulate a complete picture of the quality of learning for every student in each Primary class in respect of the chosen theme.
  - creating an agreed action plan specifically for the Primary Phase to raise attainment and progress with associated accountability goals for Primary Phase leaders.

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.