هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

AMITY PRIVATE SCHOOL

14-17 November, 2022

Overall Effectiveness	GOOD

ITQAN
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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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

THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

Performance Standard 2: Students' personal and social development, and their innovation skills, comprising:
- PI 2.1 Personal development
- PI 2.2 Understanding of Islamic values and awareness of Emirati and world cultures
- PI 2.3 Social responsibility and innovation skills

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:
- PI 4.1 Curriculum design and implementation
- PI 4.2 Curriculum adaptation

Performance Standard 5: The protection, care, guidance and support of students, comprising:
- PI 5.1 Health and safety, including arrangements for child protection/safeguarding
- PI 5.2 Care and support

Performance Standard 6. Leadership and management, comprising:

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

Judgements

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

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

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

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

SCHOOL INFORMATION

<table>
<tr><td rowspan="8">School</td><td>School ID</td><td>217</td></tr>
<tr><td>School location</td><td>Muwailah Commercial</td></tr>
<tr><td>Establishment date</td><td>2018</td></tr>
<tr><td>Language of instruction</td><td>English</td></tr>
<tr><td>School curriculum</td><td>Indian</td></tr>
<tr><td>Accreditation body</td><td>N/A</td></tr>
<tr><td>Examination Board</td><td>CBSE</td></tr>
<tr><td>National Agenda Benchmark Tests/International assessment</td><td>AISSE (All India Secondary School Examination) X; AISSCE - XII (All India Senior School Certificate Examination) CAT4, ASSET, PISA, TIMMS</td></tr>
<tr><td rowspan="6">Staff</td><td>Fee range</td><td>14,000-24000 AED</td></tr>
<tr><td>Principal</td><td>Ms. Archana Sagar</td></tr>
<tr><td>Chair of Board of Governors</td><td>Dr. Vajahat Hussain</td></tr>
<tr><td>Total number of teachers</td><td>83</td></tr>
<tr><td>Total number of teaching assistants</td><td>14</td></tr>
<tr><td>Turnover rate</td><td>7%</td></tr>
<tr><td rowspan="11">Students</td><td>Main nationality of teachers</td><td>Indian</td></tr>
<tr><td>Teacher: student ratio</td><td>1:11</td></tr>
<tr><td>Total number of students</td><td>1110</td></tr>
<tr><td>Number of Emirati students</td><td>0</td></tr>
<tr><td>KG: number and gender</td><td>KG: M 213; F 152</td></tr>
<tr><td>Primary: number and gender</td><td>M 307; F199</td></tr>
<tr><td>Middle: number and gender</td><td>M 74; F51</td></tr>
<tr><td>High: number and gender</td><td>M 79; F35</td></tr>
<tr><td>Nationality groups</td><td>1. Indian</td></tr>
<tr><td></td><td>2. Pakistani</td></tr>
<tr><td>Total number of students with special educational needs</td><td>39</td></tr>
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PROGRESS JOURNEY

Previous Inspection	Current Review
N/A	**GOOD**

School Performance Review of AMITY PRIVATE SCHOOL
14-17 November, 2022

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 142 lesson observations, 41 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is the school's first full review. The school's journey began with forty-six students in September 2018 and has increased its enrolment to 1110. Since 2018, the school leadership has developed a vision and ethos which results in good achievement in all subjects. Students' well-being has been a clear focus of the school. The introduction of a range of initiatives has contributed to a harmonious learning environment where student-teacher relationships, and student interactions and behaviour, are very good. Teaching and assessment are good. The school's impressive inclusion department ensures that students with special educational needs (SEND) are well supported through appropriate curriculum modification. The care, protection and personal welfare of students is exemplary, and all students feel safe and valued. The school's improved achievements during its difficult opening period has been driven by a dedicated principal and a committed leadership team, supported by parents and a very supportive board of governors.

KEY AREAS OF STRENGTH:
- Improved achievement in all subjects.
- Students' attitudes and behaviour contributing to a harmonious learning environment.
- The school's commitment to the care, health and well-being of all students.
- The wide range of curricular choices.
- School leadership and partnerships with parents

KEY AREAS FOR IMPROVEMENT:
- Further improvement in students' achievement in all subjects.
- The development of students' critical thinking and problem-solving skills, and their use of technology.
- Differentiation strategies used by teachers to meet the specific needs of all groups of students.

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Good

Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	**Attainment**	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Arabic (as a First Language)	**Attainment**	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as an additional Language)	**Attainment**	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Social Studies	**Attainment**	N/A	Good	Good	Very Good
	Progress	N/A	Good	Good	Very Good
English	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good
Mathematics	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good
Science	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good
Other subjects (Art, Music, PE)	**Attainment**	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Good	Good	Good	Good

Islamic Education	• Students' achievement in Islamic Education is good overall. In lessons and their recent work, the majority of students make good progress in Phases 2, 3 and 4. This does not match the school's internal data which shows overall very good progress. • Students' attainment is good in Phases 2, 3 and 4. This matches the internal examination data for Phase 4 but does not align with the school's internal attainment data for Phases 2 and 3 which show outstanding results. • In Phase 2, students begin memorising short surahs in the Holy Qur'an at a basic level, such as Al-Asr, and talk about the general ideas derived from them. They learn bedtime supplication and permission etiquettes in Islam. However, a minority cannot give the reasons for, or the occasions of, the verses' revelations. In Phase 3, students understand Seerah and are able to talk about the biography of the Prophet Mohammad (PBUH). In Phase 4, students extend their discussions about the status of the human soul in Islam and the causes, effects and the legal ruling of Islam regarding suicide. However, only a few students could find the evidence from the Holy Qur'an and Noble Hadeeth to justify their answers. • Overall, the majority of all groups of students, including SEND students, make better than expected progress in all phases.T

Areas of Strength	Areas for Improvement
• Students' understanding of how to apply Islamic etiquette in daily life. • Students' understanding and knowledge of Islamic principles and values.	• Students' skills to research evidence from the Holy Qur'an and the Noble Hadeeth to support their answers independently. • Students' understanding of what they learn in Noble Hadeeth and Seerah by inquiry and project-based learning.

Arabic	• Students' achievement in Arabic as a second language is good overall. In lessons and in their work, students make good progress across the school. Internal assessment data indicates that all students make outstanding progress. • The school's internal assessment data shows outstanding attainment in Phases 2, 3 and 4. This is not evident in lessons or in students' work where attainment is good overall. • Phase 2 students make good progress in literacy and speaking skills in Arabic from their starting points. They can use appropriate vocabulary to communicate their ideas using new words to describe aspects of the weather. Their listening skills are well-developed. They can identify the main themes in the text and confidently respond to questions using standard Arabic correctly. However, students do not yet use Arabic routinely during lessons. Phase 3 students' reading, listening and comprehension skills are improving. They know the rules of grammar and apply them accurately when speaking and writing. Students read short texts correctly and learn new vocabulary. Phase 4 students read texts with expression. They use adverbs correctly in sentences. They can analyse the literary text into its elements and present their ideas in class successfully. However, students' writing abilities are less well-developed. • Overall, the majority of all groups of students, including SEND students, make better than expected progress across all phases.

Areas of Strength	**Areas for Improvement**
• Students' listening and reading skills. • The use of vocabulary acquisition to help build deep, meaningful learning, especially in Phase 2.	• Students' ability to complete extended pieces of writing independently. • Students' speaking skills using standard Arabic throughout lessons.

Social Studies	• Students' achievement in Social Studies is good overall. It is very good in Phase 4. A majority of students make good progress in lessons and in their work, with the large majority of Phase 4 students making very good progress. This is not fully aligned to the school's internal data, where students in all phases make very good progress.
	• The school's internal assessment data shows very good attainment in Phases 2 and 3. This is not evidenced in lessons and in students' work where it is good overall. Attainment in Phase 4 is very good, which closely matches the school's internal results, particularly in Grade 9.
	• Phase 1 students can identify ways to conserve resources by reusing, recycling, and reducing. They understand the dangers of plastic waste in the environment and. the negative impact of human population growth on resource conservation. Phase 3 students know about and discuss the geographical features of the Indian Sub-Continent. They can use Venn diagrams to compare and contrast water bodies. Phase 4 students show secure knowledge and understanding of the UAE and discuss the impact of the discovery of oil and the contribution of ADNOC to the development of its economy. Students' ability to connect past and present events in history could be developed further by more use of technology in enquiry and research.
	• Overall, the majority of all groups of students, including SEND students, make better than expected progress across all phases.

Areas of Strength	Areas for Improvement
• Students' map-reading skills. • Students' understanding of citizenship in UAE and the efforts made by UAE rulers to adapt resources to ensure sustainability.	• Students' skills to connect past events in history to things that are happening now. • Students' enquiry-based research skills.

English	- Achievement in English is good overall. In lessons and in their work, the majority of students make good progress in all phases. This does not aligns with the school's internal data which shows that students make broadly outstanding progress. - Internal assessment data for Phases 1, 2 and 4 show attainment is outstanding and very good in Phase 3. External ASSET examination data indicates that attainment in Phases 2 and 3 is very good and acceptable in Phase 4. CBSE exam results for the small number of students in Grade 10 show outstanding. This is not seen in lessons and students' work where overall most students attain in line with curriculum standards. - Phase 1 students learn to identify and write letters. They recognise and use words which start with the letter of the day. They listen attentively and with understanding during story time. Phase 2 students continue to develop speaking, listening, reading and writing skills. They can read and comprehend assigned tasks, including poetry and newspaper articles, and speak confidently both in response to questioning and in their cooperative work in groups. Phase 3 students make good progress in writing reports and in using their speaking and writing skills in preparation for debate presentations. They have good skills and understanding in listening comprehension exercises. However, a few do not listen to teacher-directed open questioning responses of their peers. A few students cannot write longer pieces in English. Phase 4 students continue to make good progress and can express their points of view accurately in letter writing. A few have very good standards of spoken and written English. - Overall, the majority of groups of students make better than expected progress. However, higher and lower attainers do not always progress to their potential.

Areas of Strength	Areas for Improvement
- Students' ability to write their points of view expressively. - Students' confident speaking skills in Phase 1.	- Students' listening skills. - Students' extended writing in English.

Mathematics	- Students' achievement in mathematics is good overall. In lessons and in their work, the majority of students make good progress overall. This corresponds with the school's internal data which indicates that all students make good progress but is contrary to the school's external data, which shows weak progress, overall. - External ASSET assessment data shows attainment is weak in Phases 1 and 3. CBSE data for the small number of Grade 10 students indicate good attainment. Internal assessment data show attainment is good across the school. This is not seen in lessons or in students' work where, overall, most students attain in line with curriculum standards. - Phase 1 students learn to count and write numerals up to 10 and can distinguish between heavy and light objects in their immediate environment. Phase 2 students can identify UAE coins and notes and apply this knowledge to real-life experiences. Students' ability to compute mathematical operations orally is less well-developed. Phase 3 students can compare different triangles and classify them on the basis of their sides and angles. However, students are less able to express their mathematical reasoning using topic-specific language. Phase 4 students can write the equation of circles using the central, standard and general forms. Recording of mathematical learning is logged in a progressive and organised manner across all phases. - Overall, the majority of groups of students make better than expected progress. Higher-attaining students do not progress as well as they could, particularly in Phases 2 and 3.

Areas of Strength	**Areas for Improvement**
- Students' ability to record their mathematical learning in a progressive and organised manner. - Students' use of peer and self-assessment strategies to consolidate their learning.	- Students' ability to compute mathematical operations orally. - Students' use of resources and concrete materials in exploring new concepts.

Science	• Students' achievement in science is good overall. In lessons and in their work, the majority of students make good progress in all phases. This is broadly aligned to the school's internal data which shows that students make good progress over time.

• Students' achievement in science is good overall. In lessons and in their work, the majority of students make good progress in all phases. This is broadly aligned to the school's internal data which shows that students make good progress over time.

• Internal assessment data shows students' attainment is broadly good overall. ASSET examination data for all phases show attainment as outstanding. CBSE data for the small number of Grade 10 indicates good attainment. This is not seen in lessons or in students' work where, overall, most students in all phases attain in line with curriculum standards.

• Phase 1 students are gaining in their knowledge and understanding of physical life, the environment and space through their investigation of seeds, plants and fruits. They know the parts of flowers and plants and the process of germination. A few students do not fully understand the absorption of water by plants. Phase 2 students are developing their investigative skills in their study of light and know it travels in straight lines. A few are not able to predict with any accuracy when working on mass. Phase 3 students learn how to draw conclusions and communicate ideas in their study of motion and can relate speed, distance and time to real-life situations. However, some students' independent investigative skills are not well-developed. Phase 4 students can interpret and apply their knowledge of the environment in their study of the structure of mitochondria and can explain its importance in DNA and its role in making necessary proteins. Not all students understand the concept of mutations.

• Overall, the majority of groups of students make better than expected progress. Higher-attaining students do not progress as well as they could, particularly in Phase 3.

Areas of Strength	Areas for Improvement
• Children's understanding of the natural world in Phase 1. • Students' understanding of complex formulae in chemistry, physics and biology in Phase 3.	• Students' ability to predict outcomes in experimentation process. • Students' independent investigative skills.

Other subjects	• Students' achievement in other subjects is good overall. In lessons and in their work, the majority of students make good progress in all phases.
	• Internal assessment data show attainment is outstanding in other subjects including grade 10. Phase 4, grade 10 external data (CBSE) for computer studies (ICT) is outstanding, good in Hindi and French and very good in Malayalam. In lessons and students' work, the majority of students attain above curriculum standards in physical education (PE), computer studies (ICT), social studies, dance and art.
	• Phase1 students make good progress in making a symmetrical butterfly painting using UAE flag colours. Phase 2 students develop foot-eye coordination and neuro-muscular coordination in dribbling a football in games during PE. Students exhibit good design skills in ICT as they explore different components of the story board window to create a story, and add characters and speech bubbles for adding conversations. Phase 3 students develop further to coordinate hands and feet in performing freestyle swimming. In Phase 4 in a microeconomics lesson students categorize markets and learn the importance of monopoly, the single seller and many buyers with reference to ADNOC in Abu Dhabi and railways in India.
	• In Phases 2, 3 and 4 students develop good understanding of grammatical structures in their second languages, Hindi, Malayalam and French. However, students' independent writing skills in these languages are underdeveloped across the phases. Students, across all phases, appreciate music, sing songs and the UAE song in chorus. Students in Phases 1 and 2 can perform the Khaleej and Al Ayala UAE folk dances. However, individual talents in music and performing arts are underdeveloped.
	• A majority of groups make better than expected progress, including the SEND students, as seen in a music lesson where they participated in the song as a choir and sang to a swing pattern.

Areas of Strengths	Areas for Improvement
• Students' oral language skills in Hindi, Malayalam and French. • Students' ability to design creatively in ICT using colouring and painting in Phase1.	• Students' extended writing skills in Hindi, Malayalam and French in Phases 2,3 and 4. • Students' independent singing skills.

Learning Skills	• Students' learning skills are good overall. They are keen learners and begin from an early stage to take responsibility for their own learning. Phase 1 students develop responsibility for their learning and routinely work independently and in groups.
	• Students in all phases collaborate in lessons and articulately communicate their learning to their peers and teachers. A few students do not always listen carefully to one another or challenge each other's views.
	• Students make strong connections to real-life scenarios in lessons which adds positively to their understanding of the links between learning and the world. They do not always connect areas of learning.
	• Students' innovation, critical thinking and problem-solving skills are less well developed. Students use technology confidently, where available. However, there are too few opportunities for students to work independently, develop research skills or show imagination and creativity in lessons using technology. Where students have opportunities, these are often part of a project or competition and not embedded in all lessons.

Areas of Strengths	Areas for Improvement
• Students' engagement and responsibility for their learning. • Students' communication skills.	• Students making connection between areas of learning. • Innovation, enterprise and research skills.

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	**Very Good**	**Very Good**	**Very Good**	**Very Good**

- Students' personal and social development is very good overall. Students have very positive attitudes to their learning. They are self-disciplined and respond well to others. Students feel safe, valued and supported. Student leaders exemplify respect, responsibility and accountability and contribute significantly to the school's harmonious learning environment.

- Students are sensitive to the needs of others and relationships amongst students and staff are very considerate.

- Students participate in a range of workshops to further develop their understanding of healthy living. They participate actively in the student-led Masar healthy lifestyle programme which promotes all aspects of well-being among all students. Attendance is good and students usually arrive at school and to lessons on time.

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

- Students have a secure appreciation and understanding of how Islamic values influence contemporary UAE society. Break time is extended to incorporate prayer time to offer Duhr prayers.

- Students are very knowledgeable and respectful of the heritage and culture that underpin and influence contemporary life in the UAE. They involve themselves in a range of cultural activities including UAE Flag Day and the 6km marathon, and in lessons and assemblies.

- Students demonstrate a deep understanding, and appreciation of, their own and other world cultures through assemblies and social studies week. Students make presentations on Indian Republic Day and Independence Day.

Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good

- Students volunteer and lead activities routinely in the school and make worthwhile social contributions. For example, they engaged with the Sharjah Police to participate in traffic control management outside school gate.

- Students display a positive work ethic and work collaboratively to create innovative projects for the school science fair demonstrating a capacity for innovation and creativity. However, opportunities to innovate in lessons is less evident.

- Students care for their school and continually seek ways to improve its environment. They participate in World Environment Day, UN Sustainable Day and in plantation drives which enhances their understanding of environmental sustainability.

Areas of Strength:

- Students' clear understanding and appreciation of their own culture and others.

- Students' sense of responsibility and contribution to the life of the school and wider communities, including volunteer activities.

Areas for Improvement:

- Students' participation in more social and community activities.
- Students' involvement in national and international partnerships.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	**Good**	**Good**	**Good**	**Good**

- The overall quality of teaching and assessment is good in all phases. Teachers have secure subject knowledge and consistently convey knowledge clearly and confidently. Teachers engage in regular professional development and in a culture of sharing.

- Teachers plan purposeful lessons. The physical environment is attractive, secure, and conducive to learning, particularly in Phase 1. Teachers make good use of resources to accelerate students' learning and activity-based learning is well-planned.

- Teachers foster high levels of student engagement and motivation by using a suitable range of questioning techniques to check for understanding. However, they do not challenge or adequately extend student learning particularly for the higher-attaining students.

- A range of purposeful teaching strategies are implemented consistently, including doubt-clearing sessions which are conducted before assessments. Learners are valued as competent individuals and, consequently, teachers have high expectations for their students; a feature most evident in Phase 4.

- Problem-solving is presented to students in question format but with limited guidance on the use of specific problem-solving strategies. In addition, teachers do not always give students enough scope to develop their innovation skills in lessons.

Assessment	Good	Good	Good	Good

- Internal assessment processes are coherent and linked appropriately to the school's curriculum. Internal tests are used purposefully to track student progress and identify areas for improvement.

- Students' achievements are benchmarked systematically and thoroughly against external, national, and international expectations.

- Both formative and summative assessment data is analysed in depth to provide a clear overview of students' performance. Assessment data is analysed in depth but is not always used adequately to plan for all groups of students, especially higher-attaining students.

- Oral feedback to students is prompt and frequent. Students' notebooks are very well presented. The provision of written feedback is constructive and directive, although students are not always made aware of the next steps in their learning journey.

Areas of Strength:
- Detailed purposeful planning approaches.   - Supportive teacher-student interactions.
Areas for Improvement:
- Teacher questioning strategies.   - Teaching to develop innovation skills.

PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	**Good**	**Good**	**Good**	**Good**

- Overall, the curriculum is good. The school follows the CBSE curriculum and prioritises appropriate UAE subjects. It has a clear rationale, is broad and balanced and aims to develop students' skills and knowledge. The Phase 1 curriculum is an effective blend of EYFS and CBSE. The school complies with licensing and statutory requirements. The curriculum is effectively planned and ensures continuity and progression.
- A wide range of curricular choices are provided for older students which focus on developing students' interests and ambitions. Stakeholders are consulted in the decision-making process regarding subject choices. Phase 1 students are offered a wide choice of subjects including dance, music, art, PE and free-play activities. Phase 2, 3 and 4 students have three language choices; Hindi, Malayalam and French.
- Cross-curricular links are well planned to assist students in their learning. Real-life experiences provide students with opportunities for meaningful experiential learning. Regular curriculum reviews are conducted to enhance provision in most subjects. Following a recent review of students' needs well-being sessions were introduced across the school.

Curriculum adaptation	**Good**	**Good**	**Good**	**Good**

- The school manages curriculum modifications very successfully to meet the needs of all groups of students, especially Special Education Needs and Disabilities (SEND) students. However, the curriculum is not yet consistently adapted to challenge higher attainers and the gifted and talented (G&T). The progressive learning programme 'Taqadam', aims to enhance students' social and emotional development and their practical skills. It provides daily sessions of sport, cultural and academic activities for Phases 2, 3 and 4.
- Strategies to address the gaps identified by the school in international benchmarking tests are included in the curriculum to prepare students for CAT and TIMSS. However, opportunities for students to engage in activities that promote enterprise, innovation, and creativity are inconsistent across the phases.
- Coherent learning experiences are embedded across the curriculum and support students' good knowledge and understanding of Emirati culture and UAE society. As a result, students engage in displays of UAE and Islamic values in the school, social service activities in the local community and contributions to Red Crescent charity drives. The curriculum also facilitates students' participation in educational field trips, sustainability projects and Ramadan activities.

Areas of Strength:
• Breadth and choices for senior students in the curriculum including the choice of Indian and foreign language.   • Links with Emirati culture and UAE society.

Areas for Improvement:
• Cross-curricular links.   • The review and ongoing development of the curriculum.

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	**Very Good**	**Very Good**	**Very Good**	**Very Good**

- The protection, care, guidance and support of students is very good overall. They are focus of the Amity Private School's vision and mission for its students.

- Comprehensive arrangements are in place to ensure the health, safety and security of all, and the supervision of students is very effective. The extensive and spacious new modern school premises is very suitable for all including SEND students. Safety check procedures, fire drills and student transportation arrangements are highly effective. School maintenance records are detailed and securely stored.

- The school has a Masar programme for the promotion of healthy and safe lifestyles which are fully promoted throughout the school and peer monitored. Workshops on wellbeing, and regular talks on diet and exercise form part of the school's comprehensive provision to promote healthy lifestyles.

Care and support	Very Good	Very Good	Very Good	Very Good

- Staff-student relationships are very positive. Student wellbeing is a core value in the school and a variety of initiatives, such as 'I care' centres, ensures an inclusive and welcoming environment especially for SEND students. The school effectively manages good attendance and punctuality in collaboration with parents.

- The school has rigorous systems to identify SEND students. It provides a caring, inclusive environment for them to develop socially and emotionally and make their best personal and academic progress. The school has initiated a programme for G&T students to fully support their needs.

- The school has prioritised the personal development of all students through a number of initiatives including 'Taqadam', the progressive learning programme which foster the development of a wide range of skills. Students in Phase 4 receive appropriate guidance and effective career awareness activities are provided.

Areas of Strength:
• The quality of the staff and student relations, the provision of guidance and support for all students and the promotion of safe and healthy lifestyles. • The school's inclusive commitment to the care and welfare of all students especially SEND.
Areas for Improvement:
• The school's focus on G&T learners through an effective programme to fully support their needs.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

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

- Senior leaders, led by the principal, are very dedicated and have a shared strategic vision focused on all aspects of students' personal and academic development. They display strong professional competence and a clear understanding of best practices. Together, they have established an effective and inclusive school focused on driving student achievement and nurturing their social, personal and physical development to their full potential. Leadership is effectively distributed among the experienced staff who understand their roles and communicate and collaborate effectively resulting in improved outcomes for the students. They know clearly what next steps are required to develop innovation and to raise standards further, and actively identify and overcome barriers.
- The processes for school self-evaluation are robust and detailed, and comprehensively address all aspects of school planning, key priorities and next steps to drive the school vision forward are accurately identified. The monitoring of teaching and learning is thorough and focused with a strong emphasis on students' outcomes. School improvement planning is detailed and focuses on feedback from previous reviews. The school has improved in most key areas from its opening and despite the setbacks of the pandemic.
- The school successfully engages with parents as partners in their children's learning. Communications are very good, and parents' views are sought and considered in the development of the school improvement priorities through a variety of media. Parents are well informed about their children's learning and development through very good communication structures, regular reports and school meetings. Parents are active partners and support regular social contributions to networks. They feel empowered by the school and are impacting positively on the school. National and international partnerships are a developing feature of the school.
- The Governing Board actively supports the school leadership, firmly based on Amity principles. It is cognisant of the importance of student achievement and of its responsibility to resource all

aspects of student development, especially SEND provision. The Board is having an increasingly positive impact on student outcomes.

- The day-to-day management of the school is very well organised. This provides for a very positive school environment and has a positive influence on student achievement. Highly qualified teachers are deployed and robust recruitment criteria for new teachers are a feature of the school designed to optimise student performance. The school premises are new, spacious and very conducive to learning for all students. A range of resources is provided relevant to the curriculum and the needs of teachers. More access to technology would further enhance students' independent research and learning skills.

Areas of Strength:

- Senior leaders' shared strategic vision and commitment to inclusion.
- Partnerships with parents.
- The high-quality of the premises and learning environment.

Areas for Improvement:

- Provision of technology.
- The development of more national and international partnerships.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are six Arabic teachers to teach Arabic as a second language. The ratio of students to teachers is 1:110. Arabic is introduced informally in Phase 1 in KG2 focusing on developing students' listening and speaking skills such as greetings, verbal numbers, UAE custom, and culture.
- The school provides classroom reading materials, including eBooks and students visit the library. Classrooms have word walls in Arabic and reading comprehension is practised in lessons. Reading is embedded in all Arabic lessons. Da'am is initiated for the students who need extra support to reach their grade levels. A support teacher provides personalized instructions.
- Extra-curricular activities include competitions, quizzes and engagement with parents for reading. The use of Arabic is encouraged in a variety of school activities including Arabic week, and assemblies in Arabic and English. The school publishes 'IBDAE' Magazine regularly where parents and students share their writing in Arabic. The school encourages the use of Arabic by naming some of its programmes in Arabic, for example inclusion and student support is called '*Asdiqa*' and the class newsletter is called '*Tanweer*'.
- Each week parents are sent one sentence in Arabic explaining its meaning and an audio to encourage them to read and use in the sentence in their daily routine. This is also in the '*Tanweer*.'

The school's use of external benchmarking data

- A total of 277 students were registered from grades 3 to 10 for ASSET, and 98.56 % (273) of the students were tested during the academic year 2021-22. All 163 students from grades 3,5,7and 9 were registered in 2021-22 and 98.77% were tested in CAT. CBSE: 15 students took the CBSE tests. 100% passed with an average score of 80.9%. 13 students were registered following the criteria set by MOE and 100% of students took PISA. Assessment results are pending. The school has registered for TIMSS and is awaiting further information.
- ASSET: The school has mapped the framework with the curriculum. Teachers of English, mathematics and science support students in topics with reference to the curriculum. Teachers identify gaps in learning and reinforce the concepts.
- CAT4: Teachers assign and encourage students to present work based on their verbal, non-verbal, and spatial skills through different tasks during regular classes. Mathematics classes focus on developing quantitative and spatial skills.
- PISA: The school uses CEREBRY during classes and students have opportunities to practise independently. Students were supported to develop their verbal skills through reading. TIMSS: The 'CEREBRY' Platform has extended its support to practice for TIMSS. In mathematics and science lessons, past papers are being used to enhance students' knowledge of the standards. Results are communicated to students and are shared with parents by email. Meetings with parents provide support to interpret the results.
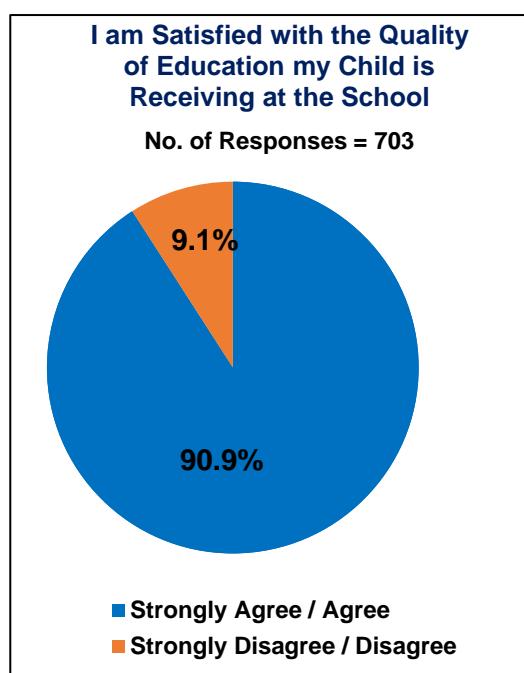
Provision for KG

- Phase 1 (KG) has a total of 368 students and a teaching and support staff of 32. The ratio of teacher to student is 1:11.
- The school has a suite of indoor and learning environments and resources. Classrooms are safe and secure, with child-appropriate washrooms. Each classroom has an interactive white board and is a stimulating learning environment. The teachers use integrated technology and play-based pedagogy. There are role-play areas and early years learning centres including investigation tables, reading corners, sensory rooms and a variety of activity areas. The classrooms are very well resourced.
- Outdoor environment and learning resources include an outdoor Learning Centre, playground, and gardening, water-play and sand-play areas.
- The school collaborates with parents to assess the children's readiness level and provide orientation for all KG1 parents. There are meetings and staggered arrival times for KG1 to facilitate the transition from home to school. Baseline assessments for KG2 students check their readiness for grade 1. Meetings are held to inform parents of their children's learning progress. The school provides parent orientation days for KG2 students and teachers share class profiles with grade 1 teachers.

VIEWS OF PARENTS

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

No. of Responses = 703

- 9.1%
- 90.9%

■ **Strongly Agree / Agree**
■ **Strongly Disagree / Disagree**

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve further students' achievement in all subjects by:
    - developing the use of questioning to challenge and extend students' learning.
    - developing students' ability to engage in inciteful discussion and reflection.
    - balancing activity and explicit instruction in lessons.
    - enhancing the challenge in lessons for G & T students.

- Build the development of students' critical thinking and problem-solving skills, and their use of technology by:
    - giving students more ownership of, and responsibility for, their own learning.
    - giving sufficient time for reflection and require students to reason and think.
    - using technology routinely as a tool of learning.

- Improve differentiation strategies used by teachers to meet the specific needs of all groups of students by:
    - providing high level challenge and support to individuals and groups.
    - planning lessons and activities based on students' strengths and weaknesses.
    - using continuous assessment more effectively to take students' progress to the next level.

School Performance Review of AMITY PRIVATE SCHOOL
14-17 November, 2022

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.