



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN  
Programme

# School Performance Review REPORT | (SPR)



إتقان ITQAN

Al Itqan American School Private  
18th to 21st November 2024

Overall  
Effectiveness  
Rating  
**GOOD**

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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 Students' achievement, Students' personal and social development, and their innovation skills, Teaching and assessment, Curriculum, The protection, care, guidance and support of students, and Leadership and management.

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

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

**Performance Standard 1: Students' achievement**, comprising:

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

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

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

**Performance Standard 3: Teaching and assessment**, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

**Performance Standard 4: Curriculum**, comprising:

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

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

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

**Performance Standard 6. Leadership and management**, comprising:

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

### Judgements

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



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

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

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



## SCHOOL INFORMATION

School	School ID	151
	School location	Al Azra, Sharjah
	Establishment date	01/08/2018
	Language of instruction	English
	School Curriculum	American
	Accreditation body	Cognia
	Examination Board	AP College Board
	External Assessments International and Curriculum Benchmark Assessments	Measures of Academic Progress (MAP) Programme for International Student Assessment (PISA) Advanced Placement Test (AP) Trends in International Mathematics and Science Study (TIMSS) Progress in International Reading Literacy Study (PIRLS) Cognitive Abilities Test (CAT4) Test of Arabic Language Arts (TALA)
Staff	Fee Range	AED 13,267 to AED 23,830
	Principal	Abdulbaqi Al Ali
	Chair of board of governors	Ali Obaid Al Shamsi
	Total number of teachers	80
	Total number of teaching assistants	7
Students	Turnover rate	21%
	Teacher: student ratio	1:13
	Total number of students	1,016
	Total number of students per phase	Phase 1: 88 Phase 2: 298 Phase 3: 216 Phase 4: 414
	Pre-KG: number and gender	Boys: 0      Girls: 0
	KG: number and gender	Boys: 43      Girls: 45
	Elementary: number and gender	Boys: 148      Girls: 150
	Middle: number and gender	Boys: 126      Girls: 90
	High: number and gender	Boys: 209      Girls: 205

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	Total number of Emirati students	80
	Pre-KG: Emirati number and gender	Boys: 0      Girls:0
	KG: Emirati number and gender	Boys: 2      Girls: 2
	Elementary Emirati number and gender	Boys: 15      Girls: 10
	Middle: Emirati number and gender	Boys: 12      Girls: 5
	High: Emirati number and gender	Boys: 21 Girls: 13
	Nationality groups (largest first)	1. Egyptian
		2. Syrian
	Total number of students with special educational needs	13



## PROGRESS JOURNEY

Previous Review:2022-23	Current Review:
<b>GOOD</b>	<b>GOOD</b>

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of reviewers' 144 lesson observations, 73 of which were carried out jointly with school leaders.

#### SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness has remained good since the last review. The new leadership team has made changes in the senior and middle leadership team, and concentrated on strategic planning, using a whole school approach to make improvements. Their actions have rightly focused on improving students' achievement from acceptable to good in mathematics in Elementary and Middle, and in science in Middle. Students' personal development and social development, and their innovation skills have remained good overall. Teaching, assessment and the curriculum adaptation are now good overall. The school has very good procedures in place for the safeguarding and protection of all students. The school's learning environment and facilities are very well maintained and support students' learning well. Governors are supportive of the school's work. Under the direction of the new leadership team, the school demonstrates a strong capacity to improve further.

#### KEY AREAS OF STRENGTH:

- Students' achievement in mathematics in Elementary and Middle, and in science in Middle.
- Students' understanding of and respect for Islamic values and Emirati culture.
- The conducive learning environment that teachers provide.
- The priority that the school gives to students' welfare, health and safety.
- The day-to-day management of the school and its processes.

#### KEY AREAS FOR IMPROVEMENT:

- Students' achievement in international benchmarking examinations in all subjects and phases.
- The quality of teaching and the use of assessment in all subjects and phases.
- Leadership's role in further supporting and training new teachers and middle leaders, and in considering ways to reduce the level of teachers' rates of turnover in the school.





## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is good overall.**

Indicators:		KG	Elementary	Middle	High
Islamic Education	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Arabic (as a First Language)	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Arabic (as an additional Language)	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Social Studies	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
English	Attainment	Acceptable	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Acceptable	Good	Good	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Acceptable	Good	Good	Good
	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

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## Islamic Education

- Students' achievement in Islamic Education is good overall. The school's internal assessments indicate that students in Elementary, Middle and High make outstanding progress. This does not match with what is observed in lessons and their work, where the majority of students make good progress over time.
- Internal assessment data indicates students' attainment in Elementary, Middle and High is outstanding. This is not seen in lessons and students' work, where the majority of students in the three phases attain above curriculum expectations. There is no external assessment for this subject.
- In Elementary, Middle and High, the majority of students make better than expected progress. In Elementary, students can recite Surah from the Holy Qur'an, read the Noble Hadeeth and conclude the values of honouring parents. They understand Isra'a and Mi'raj journey, infer the learned messages, and demonstrate the importance of prayer. In Middle, students can recite prescribed verses of the Holy Qur'an and infer the rulings and guidelines in the Noble Hadeeth, clarify the steps of Istisqa'a prayer (prayer for rain) and Al Kusuf prayer (solar eclipse prayer), and compare the two. Only a minority of students can extract Tajweed rules from the Holy Qur'an verses. In High, students are able to recite chapters from the Holy Qur'an such as Surah Al-Hujurat, apply Tajweed rules, and conclude the guidance rules for Islamic society to be free of 'gossip' and 'talking behind people's back'.
- Overall, the majority students, including boys, girls and Emiratis make better than expected progress. Occasionally, students with special educational needs (SEN) make less progress than their peers.

### Areas of Strength

- Students' skills in reciting Surah from the Holy Qur'an, following Tajweed rules in High.
- Students' knowledge of Istisqa'a and Kusuf prayers in Middle.

### Areas for Improvement

- Students' ability to extract Tajweed rules from verses of the Holy Qur'an in Middle.



Arabic	<ul style="list-style-type: none"><li>Students' achievements in Arabic as a first language (AFL) and in Arabic as a second language (ASL) are good overall. In AFL, internal assessment data indicates that the large majority of students in Elementary and Middle, and most students in High make better than expected progress; and in ASL, most students in Elementary and Middle, and a large majority of students in High make better than expected progress. In lessons and students' work, the majority of students make good progress over time in AFL and ASL.</li><li>Internal assessment data indicates that students' attainment in AFL is very good in Elementary, and good in Middle and High; and in ASL, it is very good overall, in Elementary, Middle and High. This is not fully evidenced in lessons and students' work, where the majority of students attain above curriculum standards in both AFL and ASL. In AFL, students from Grades 3 to 11 take part in TALA assessment and their attainment is in line with curriculum expectations. There are no externally benchmarked assessments for ASL.</li><li>In AFL and ASL, the majority of students in Elementary, Middle and High make better than expected progress. In AFL, in Elementary, students can read prose and poetry texts, conclude the main idea, identify verbal and nominal sentences, and express their opinions in standard Arabic. They can write, expressing their point of view on a particular topic. In ASL, in Elementary, students can name the UAE's traditional clothes, listen and respond appropriately to instructions, read simple texts, and write simple sentences. In AFL, in Middle, students can read and interpret the figurative language and the semantic meanings of poems, analyse an informational text and participate in discussions, using standard Arabic. In ASL, in Middle, students read and identify specific information in different texts, ask and answer questions for clarification and understanding. In AFL, in High, students can identify the elements of informative texts and compare informative with narrative texts. In ASL, students in High can read texts, infer meanings of unknown words, and write descriptive texts about familiar topics. A minority of students are not able to speak coherently in extended discussions. In AFL and ASL, a minority of students have not developed their writing skills, using correct grammar and spelling, especially in Middle and High.</li><li>Overall, in AFL, different groups of students make similar rates of progress, including boys, girls and the Emiratis. Higher-attaining students are not sufficiently challenged to make the progress of which they are capable. In ASL, there is no significant variation between the rates of progress made by different groups of students.</li></ul>	
	<b>Areas of Strength</b> <ul style="list-style-type: none"><li>Students' speaking skills about familiar topics in AFL in Elementary and Middle.</li></ul>	<b>Areas for Improvement</b> <ul style="list-style-type: none"><li>Students' ability to speak clearly in standard Arabic in ASL in High.</li></ul>



	<ul style="list-style-type: none"><li>Students' reading and comprehension skills in AFL and ASL in Middle and High.</li></ul>	<ul style="list-style-type: none"><li>Students' writing skills, using correct grammar and spelling in AFL and ASL in Middle and High.</li></ul>
Social Studies	<ul style="list-style-type: none"><li>Students' achievement in social studies is good overall. The school's internal assessments indicate outstanding progress in Elementary, Middle and High. This is not evidenced in lessons and students' work, where the majority of students make good progress over time.</li><li>Internal assessment data indicates that most students in Elementary, Middle and High attain above curriculum expectations. This has not been observed in lessons, and students' recent work, where the majority of students attain above curriculum expectations. There is no external assessment for this subject.</li><li>In Elementary, Middle and High, the majority of students make better than expected progress. In Elementary, students know the stages that have led to the UAE's Union, can identify different related concepts, explain the role of UAE rulers and the government in supporting the families of martyrs, and discuss the importance of the three occupied UAE islands. In Middle, students can conclude the importance of studying maps, identify the types of global economic systems and their characteristics. A minority of students cannot explain the nature of the challenge that global economic systems face. In High, students can identify different economic clusters, discuss their importance within the group, and deduce how the free zones enhance the trade exchange and collaboration between countries.</li><li>Overall, the majority of students, including boys, girls and Emiratis, make better than expected progress. At times, lower-attaining students make less progress when compared to their peers.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' knowledge of the founding Fathers of the UAE and its history in Elementary. Students' knowledge of economic principles and systems, and the role of government in developing the national and global economy in High.</li></ul>	<ul style="list-style-type: none"><li>Students' ability to explain clearly the challenges that global economic systems face in Middle.</li></ul>



English	<ul style="list-style-type: none"><li>Students' achievement in English is good overall. The school's assessment data indicates that the majority of children in KG and the large majority of students in Elementary, Middle and High make better than expected progress. This does not match with what is seen in lessons and students' work, where the majority of children and students make better than expected progress over time in Elementary, Middle and High.</li><li>The school's internal assessment data indicates that students' attainment is very good in Elementary, Middle and High, and good in KG. This does not match with what is seen in lessons and students' work where the majority of students attain above curriculum standards in Elementary, Middle and High and most children attain in line with curriculum standards in KG. The MAP external assessment results indicate that students' attainment is below expectations in reading across all phases, and in language use in High. CAT4 assessment data for students in Grades 4 and 9, indicate that attainment is below curriculum standards.</li><li>The majority of children and students make better than expected progress. In KG, children articulate phonemes accurately, recognise letters and the sounds they make, and can <b>read simple CVC words</b>. In Elementary, students express their ideas clearly and use a wide range of vocabulary to support their learning. In Middle, students use connectives and clauses in sentences accurately and demonstrate confident speaking skills. In Elementary and Middle, students have not developed higher order reading skills sufficiently such as inference and prediction. In High, students confidently express opinions, identify literary devices, and analyse texts for meaning and inference. They conduct independent research and participate in debates with structured language. In KG, children have not developed their emergent writing skills, and in the rest of the school, a minority of students do not produce extended pieces of writing, using correct grammar and neat handwriting or pay enough attention to the way that they present their work.</li><li>The majority of students make better than expected progress. Girls make better progress when compared to boys, particularly in writing. Higher-attaining and gifted and talented (G&amp;T) students do not always have sufficient access to challenging tasks to accelerate their progress.</li></ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"><li>• Students' knowledge of and application of grammatical structures in Middle and High.</li><li>• Students' speaking and listening skills which enable them to understand and express themselves confidently and clearly in High.</li></ul>	<ul style="list-style-type: none"><li>• Children's early reading of more complex CVC words in KG and higher order reading skills, using inference and prediction in Elementary and Middle.</li><li>• Children's emergent writing in KG, and students' extended writing skills using a range of grammar, neat handwriting and good presentation of their work in Elementary, Middle and High.</li></ul>
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Mathematics

- Students' achievement in mathematics is good overall. The school's internal assessment data indicates that the majority of children in KG and students in Elementary make better than expected progress, and the large majority of students in Middle and High make better than expected progress. This does not align with what is seen in lessons and students' work where the majority of children in KG and students in Elementary, Middle and High make better than expected progress over time.
- The school's internal assessment data indicates outstanding attainment in KG and very good attainment in the other phases. This does not match with what is seen in lessons and students' work, where most children attain in line with curriculum standards in KG, and the majority of students in Elementary, Middle and High attain above curriculum standards. MAP assessment data indicates acceptable attainment in High, and below expectations in Elementary and Middle. A minority of students took part in CAT4 tests, and data suggests that students are working below curriculum standards. For the few students who take part in AP examinations, the results show that the majority attain above curriculum standards in calculus.
- The majority of children and students make better than expected progress in all phases. In KG, children are secure in their use of number and quantity and can write and represent whole numbers up to 20. A few children cannot form numerals correctly. In Elementary, students confidently add up to 4 2-digit numbers, and demonstrate good knowledge of place value and measurement. A minority of students have not mastered multiplication facts to help them solve problems efficiently. In Middle, students can use patterns to determine products when multiplying whole numbers and decimals by the power of 10 and apply their knowledge and skills to connect this with scientific notation. In High, students are confident when performing operations involving polynomials and applying the sum and difference rule to find the derivative of a function. A minority of students in Middle and High cannot explain in detail their reasoning or the ways they have solved challenging problems.
- Overall, the majority of students, including boys, girls and Emiratis make similar rates of progress. Students with SEN do not always make the best possible progress of which they are capable. G&T students are not always challenged to accelerate their progress.

Areas of Strength

Areas for Improvement



	<ul style="list-style-type: none"><li>• Students' knowledge of measurement in Elementary.</li><li>• Students' calculation skills in High.</li></ul>	<ul style="list-style-type: none"><li>• Children's formation of numerals in KG, and students' knowledge of multiplication facts in Elementary.</li><li>• Students' reasoning skills and their use of high order thinking skills to solve challenging tasks in Middle and High.</li></ul>
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Science

- Students' achievement in science is good overall. The school's internal assessment data indicates that the large majority of students make better than expected progress in all phases. This aligns with what was seen in lessons and students' work where the majority of children in KG and students in Elementary, Middle and High make good progress over time.
- The school's internal assessment data indicates that students' attainment is outstanding across all phases. This does not match with what is seen in lesson observations and students' work where the majority of students attain above curriculum standards in Elementary, Middle and High; and in KG, most children attain in line with curriculum standards. MAP examination results indicate that students' attainment is below expectations. Students in Grades 4 and 9 take part in CAT4 assessments, and their attainment is below expectations. For the few students who participate in AP examinations the majority attain above curriculum standards in chemistry and physics, electricity and magnetism.
- In lessons and in their work, the majority of children and students make better than expected across the school. In KG, children can observe and describe the different types of weather conditions. Children do not have access to first-hand experiences to enhance their learning. In Elementary, students can explore and explain the basic principles of electricity, and the flow of electric current along a conductor. Their ability to record and to share findings, using scientific terminology is a developing feature. In Middle, students can conduct an investigation to measure the kinetic energy of a moving object and in High, students can explain the chemical changes in a redox reaction and explore the refraction of light. Students' reasoning and analytical skills are well developed in High, particularly in Grade 12. Students' ability to design a controlled experiment and to conduct an independent investigation with an emphasis on data analysis and real-world application are not fully developed in Middle and High.
- The majority of students, including boys, girls and Emiratis make better than expected progress. Higher-attaining, and G&T students do not receive sufficiently demanding tasks to accelerate their progress.

Areas of Strength

Areas for Improvement



	<ul style="list-style-type: none"><li>• Students' ability to observe, explore and to explain scientific principles in Elementary, Middle and High.</li><li>• Students' reasoning and analytical skills in High, particularly in Grade 12.</li></ul>	<ul style="list-style-type: none"><li>• Children's engagement in first-hand experiences to enhance their learning in KG, and students' use of scientific terms in Elementary and Middle.</li><li>• Students' ability to design their own experiments, interpret data, and to investigate and report their findings independently in Middle and High.</li></ul>
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Other subjects

- Students' achievement in other subjects is good overall. The school has only provided assessment data for computing, which indicates outstanding progress in Elementary, and very good progress in Middle and High. This does not align with what is seen in lessons or students' work, where the majority make good progress in computing, PE and moral education, and most make acceptable progress overall in art.
- There are no internal and external assessments for other subjects. In lessons and students' work, the majority of students attain above curriculum standards in PE, computing and moral education; and most students attain in line with curriculum standards in art.
- In PE, children in KG engage well in music, dance and movement. In other phases, students develop good motor skills, and hand co-ordination when they bounce and dribble balls. In computing, students in Middle can create information leaflets and PowerPoint presentations and relate them to a real-world context. In High, students develop good knowledge of coding and design and technology. Students are confident in using technology software to create a digital code and to use the code in their robotics programs. In art, KG children and students in Elementary demonstrate their drawing skills competently. In Middle and High, students show their knowledge of digital art and design and technology. Creativity and innovation in art are less strong features across the school. In moral education, students develop a good understanding of the importance of respect and tolerance across the school. In Middle, students lead on research and debate, exploring equality, diversity and inclusion in the world of work; and in High, students discuss issues and suggest solutions related to the different types of addiction, including online shopping and drug misuse.
- There is no significant variation in the rates of progress made by different groups. Occasionally, lower-attaining students make less progress than their peers and G&T students do not always make the progress of which they are capable due to a lack of challenge.

Areas of Strength

Areas for Improvement



	<ul style="list-style-type: none"> <li>Students' skills and understanding of computing and their application to the real world in Middle.</li> <li>Students' knowledge of morals and their understanding of respect, tolerance and inclusion across all phases.</li> </ul>	<ul style="list-style-type: none"> <li>Students' innovation and creativity in art across all phases.</li> </ul>
Learning Skills	<ul style="list-style-type: none"> <li>In all phases, children and students' learning skills are good overall. Most students engage fully in learning, show positive attitudes, and respond well to their teachers' suggestions. In KG, children listen attentively, follow their teachers' instructions and learn to improve their work. In a Grade 4 mathematics lessons, students seek their teacher's advice and keenly self-correct.</li> <li>Students collaborate well with each other, interact, and share ideas with their teachers and peers. In Grade 8 English, students speak well, answer questions, and consider the views of others. A minority of children and students do not always communicate their ideas clearly to others, and can be passive, especially in KG and Elementary.</li> <li>Students confidently apply what they have learnt to the outside world and make meaningful connections between different areas of learning. In Grade 4 science, students learn how a light bulb works, and make useful links with daily life situations, for instance, discussing the different lamps they use at home; and in a Grade 11 biology lesson, students link the process of the digestive system to healthy eating habits. In general, students ask questions, make requests, and try to find out things for themselves. They use learning technologies well to support, to assess their own learning, and to research.</li> <li>When given the opportunity, students can think critically about their own learning and learn to solve mathematical problems and scientific investigations. For example, in Grade 10 mathematics, students calculate theorems related to isosceles triangles; and in Grade 9 computing, students learn to input their information into the coding system, and to provide a reasonable solution. Students' innovation and critical thinking skills are not fully developed across the school.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"><li>Students' collaboration with their teachers and peers across the school.</li><li>Students' links with different subjects and to real life experiences to support their learning across all phases.</li></ul>	<ul style="list-style-type: none"><li>Students' ability to communicate their ideas to others in KG and Elementary.</li><li>Students' development of innovation, and critical thinking skills across all phases.</li></ul>
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## PERFORMANCE STANDARD 2: STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

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

Indicators:	KG	Elementary	Middle	High
Personal development	Good	Good	Good	Good

- Students' personal and social development, and their innovation skills are good overall. Children and students display a positive approach and responsible attitudes to learning and respond well to their teachers' suggestions. They behave well in lessons and around the school, respect the school's rules, and are clear about the school's expectations and boundaries. In KG, children know that 'sharing is caring'.
- Students form positive relationships with their peers and teachers and are sensitive to the needs of others. In KG, children make friends to play with and offer them a helping hand. Students feel safe in school and say that incidents of bullying are rare.
- Students have a good knowledge about healthy living. They participate in activities that keep them fit, including PE lessons and sports competitions. They take part in events, including Heart and Diabetes Days to raise awareness about how to lead a healthy life. In KG, children know about the importance of personal hygiene, including washing their hands before eating and brushing their teeth regularly. Students have a good awareness of healthy eating practices and make wise and informed choices about the food they eat.
- Students' attendance rate at 94% is good. Students arrive at school on time and are punctual to assemblies and lessons.



<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>In all phases, children and students demonstrate a secure appreciation and very good understanding of how Islamic values influence life in UAE society. They recite Surah from the Holy Qur'an respectfully and show a very good understanding of the importance of prayer to reflect on their own actions.</li><li>Students show a very good knowledge and respect for the UAE culture and heritage. They sing the national anthem, celebrate the national days and all Islamic events, and speak highly about the role of the UAE rulers in uniting the 7 Emirates. Students know about the popular sports in the UAE and appreciate the mosques and their architecture, especially in Sharjah, and the way the leadership of the school promotes a good moral education.</li><li>Students show a deep understanding of their own culture and traditions. They enjoy celebrating the cultural days, get to know other people in the community and learn about their lifestyles. Through English, history and assemblies related to multicultural themes, students learn about the wider cultural diversity beyond their school.</li></ul>				
<b>Social responsibility and innovation skills</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Students are proud of their duties in school, acting as school councillors, prefects, monitors and sustainability leaders. They volunteer in school when they on lead on assemblies, support their peers during break times, and organise events. In KG, children act as class helpers and remind their peers to line up to go outside to play. In Middle and High, students engage in voluntary work within the school and beyond, including raising charitable funds and visiting elderly care homes.</li><li>Students show a positive work ethic and keenly take the initiative to lead on enterprise, research and performance tasks. In KG, children showcase their creativity when they use different recycled materials to create their favourite model, such as making a yacht to stand for the 'Y' sound. In Middle and High, students take turns to deliver presentations in their lessons and assemblies to strengthen their understanding of sustainability, equality and the UAE's 2031 vision and beyond. Students from the robotics and coding club won first rank in the 2023-24 robotics competition. Opportunities that promote innovation in lessons is less strong across the school.</li><li>Across all phases, students look after the school's environment, lead on initiatives such as planting in school and recycling materials and enjoy the reward for being 'The Cleanest</li></ul>				

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Class' in school. In KG and Elementary, children and students know that they need to save water and electricity and in Middle, students highlight the importance of renewable energy and refer to Masdar City as a source of 'clean energy'. In High, students lead on COP 28 and highlight the issues related to climate change. Children and students do not fully contribute to initiatives to improve the learning environment beyond school, especially in KG and Elementary.

#### Areas of Strength:

- Children's and students' positive attitudes towards learning across the school.
- Students' understanding and appreciation of Islamic values and Emirati culture in all phases.

#### Areas for Improvement:

- Students' innovation skills in lessons across the school.
- Children's and students' contribution to sustainability and conservation beyond the school, particularly in KG and Elementary.

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

**The quality of teaching and assessment is good overall.**

Indicators:	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Good

- The quality of teaching for effective learning and assessment is good overall. Most teachers have secure knowledge of their subjects and have raised their expectations of what students can learn, especially in Phase 3 mathematics and science, where both are now good. Teachers provide a welcoming learning environment, plan structured lessons and share the learning objectives with students so that they know what is expected of them. They use the available resources, such as learning technologies to facilitate learning and manage time effectively to help students complete their tasks; and in KG, teachers use visual cues and songs to enhance children's learning.
- In general, teachers ask questions that test students' understanding and deal with misconceptions when they arise. In the most effective lessons, for example, in biology in



Grade 11, teachers use questions very effectively to deepen students' learning, encourage dialogue and research, and provide tasks that cater for different groups; and as a result, students make rapid and sustained progress. In a minority of lessons, teachers do not adopt such practice to meet the needs of all groups of students.

- Across the school, teachers encourage students to use technology in lessons and to conduct tasks and student-led research. In the most effective lessons, for example in Grade 12 mathematics, students learn to solve problems, and to think critically about their own learning; and in Grade 10 moral education, students take part in research, present their work to the whole class, explore issues related to epidemic diseases and suggest protective procedures. The development of critical thinking, problem-solving and innovation skills are not yet a common feature in lessons across the school.

Assessment	Good	Good	Good	Good
<ul style="list-style-type: none"><li>• The school's internal assessment systems and processes link to the curriculum standards and requirements and enable teachers to track students' attainment and progress over time. Some of the internal assessment data does not provide a valid measure of students' outcomes because the outcomes are inaccurate. In KG, teachers gather information from parents about what their children know, can do and need to learn next, and use such information along with their continuous classroom observations to inform future planning. The school takes part in external examinations such as MAP, CAT4, AP, and TALA, and leaders are beginning to compare students' attainment with PISA, TIMMS and PIRLS international expectations to help identify gaps in students' knowledge, skills and competencies.</li><li>• An assessment data specialist analyses students' attainment and progress for the different groups of students, including boys and girls, records it efficiently and shares the information with the school leaders. Senior leaders meet middle leaders and teachers and share the information with them so that they can use it in their planning and curriculum adaptation. Most teachers use the assessment data effectively to plan for the different abilities and needs of all students. As a result, the majority of students make good progress. In the less effective lessons, teachers do not use assessment information well enough to fully cater for different groups of students.</li><li>• Teachers have a reasonable knowledge of students' strengths and understand what they need to improve. They give students' constructive verbal feedback in lessons, encourage them to self-correct, and students respond positively to their comments accordingly. In general, teachers mark students' written work, although they do not always explain to students how they can improve the quality of their work. In most lessons, plenaries are regular and help students to reflect on what they have learnt. An 'exit ticket' system helps students to assess their work, especially in mathematics. Teachers' use of peer-assessment is less consistent across the school.</li></ul>				

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#### Areas of Strength:

- The conducive learning environment that teachers provide across all phases.
- The verbal constructive feedback that teachers give to students in lessons and the positive way students respond to such comments across the school.

#### Areas for Improvement:

- Teachers' further promotion of problem-solving, critical thinking and innovation skills across the school.
- Teachers' effective use of internal assessment data alongside international benchmarking to plan lessons that cater for the needs of all groups of students.
- Teachers' written diagnostic feedback in students' workbooks and the greater use of peer-assessment across all phases.

### PERFORMANCE STANDARD 4: CURRICULUM

**The quality of the curriculum is good overall.**

Indicators:	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good

- The overall quality of the curriculum design and implementation is good. It is broad and balanced and follows the New Jersey State Standards for subjects taught in English. In science, it is aligned with the Next Generation Science Standards (NGSS). It meets the MoE statutory requirements. In KG, children have the opportunity to develop their language, mathematical and scientific skills and to study Arabic and Islamic Education. The curriculum ensures that students build their knowledge and skills systematically from year to year, allowing a smooth transition between phases, preparing students well for their future education.
- In High, subject options are wide ranging and varied and allow students to select courses that match their interests and future career plans. The school seeks the advice of parents when it designs the curriculum. Cross-curricular links are mostly integrated well in lessons and enable students to transfer knowledge and skills from one subject to another as well as to



daily life situations. For example, in English in Grade 4, students explore new words in the text they study such as 'principle' and 'accountable' and are able to make links with their Islamic values and the UAE vision to promote sustainability; and in science, there are strong links with mathematics and the environment.

- Leaders conduct a regular review of the curriculum to strengthen provision across all subjects and phases, helping to ensure that the curriculum meets the academic and personal developmental needs of students. It has been successful in the way it has improved students' achievement in mathematics in Elementary and Middle, and in science in Middle. Leaders are aware of the need to ensure that the curriculum provides sufficient challenge to accelerate the progress of the higher-attaining and G&T students across the school.

Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>• The modification of the curriculum generally meets students' learning needs, although there are some inconsistencies. The promotion of reading in lessons helps students to improve their reading and comprehension skills; public speaking sessions enable older students to develop their English-speaking skills, fluency and confidence; and the teaching of computing aids students to develop their technological skills.</li> <li>• The curriculum is enhanced successfully by robotics, emotional and social learning sessions, and visits to places of interests. Extra-curricular activities include sports, UAE heritage, science fairs, calligraphy and recitation of the Holy Qur'an. Recently, leaders have reviewed the curriculum to promote innovation in lessons, which is still in its early stages of development.</li> <li>• The curriculum provides good opportunities for students to gain a deeper understanding of Emirati culture and UAE society across all phases, which is effectively integrated into the curriculum across all subjects. In KG, children talk about their favourite colours and refer to the UAE flag; and in design and technology, Grade 11 students make links with the architecture in the UAE, especially the mosques in Sharjah. Students contribute well to national occasions, including Flag and Martyrs' Days, and sing the national anthem with enthusiasm.</li> </ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"> <li>• The wide range of curricular choices for students in High.</li> <li>• The strong links with Emirati culture and UAE society throughout the curriculum across all phases.</li> </ul>				
<b>Areas for Improvement:</b>				



- Robust review and implementation of the curriculum to challenge students' learning across all phases.
- The development of innovation in the curriculum to enrich students' learning across the school.

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

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

Indicators:	KG	Elementary	Middle	High
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 are very good overall. The school has robust policies and procedures for safeguarding children and students, including child protection, anti-bullying, behaviour, welfare, health and safety. All teachers and other staff working in school have received relevant safeguarding training and senior staff and members of the governing body have attended the advanced course in safeguarding. Leaders, teachers and other staff are fully clear about the procedures to follow if they have a concern about a child. Parents receive clear guidance on how to keep their children safe, particularly on social media and e-safety. Students learn about cyber-bullying during anti-bullying week and e-safety workshops and are confident to ask for support whenever needed.
- The health and safety leaders undertake regular and rigorous safety checks on the premises, resources, trips, including fire risk assessment. Security staff monitor the buildings very effectively and supervise the students in all parts of the buildings, and on the school transport to ensure that they are fully safe and secure. Buildings and equipment are of very high quality and are fully accessible. A few classrooms are too small for the number of students using them, restricting movement in group work. Maintenance staff conduct repairs on the buildings to ensure that the learning environment is safe and welcoming. Files for



health and safety, accidents and incidents are very well kept, including subsequent actions, and medical files, medicines and hazardous chemicals are securely locked in cabinets.

- The school promotes safe and healthy living systematically through regular workshops led by the nurses, the school doctor and social workers. Most students make healthy food choices. Students take an active part in physical activities and sports competitions in school and beyond. In Middle and High students receive first aid training. Across the school, students learn about road safety and older students are aware of the issues related to illegal drugs and addiction. In KG, children enjoy dance, movement and outdoor play, drinking water regularly to keep themselves hydrated.

Care and support	Good	Good	Good	Good
<ul style="list-style-type: none"><li>• Relationships between staff and students are positive and cordial. Systems for behaviour management are well implemented. Teachers share the behaviour code of conduct and rules with students and their parents so that they are clear about the school's expectations.</li><li>• The school has reviewed its systems and procedures to promote students' attendance and punctuality. The attendance officers ring parents to check on the reasons for their child's absence or lateness and explain to them the important connection between attendance and achievement. Parents also receive messages to alert them to concerns related to absence and punctuality, as a result, attendance and punctuality across the school are consistently high.</li><li>• Systems for the identification of students with SEN and G&amp;T are in place, although they are not well implemented. The special educational need coordinator (SENCO) liaises between parents, teachers and external agencies and supports parents on how their children can receive an external assessment. Teachers observe students in lessons and gain information from parents about their child's potential gifts or talents. The school is beginning to use CAT4 assessment data to identify higher-attaining and G&amp;T students.</li><li>• Students with SEN receive intervention and support from the SENCO whenever required. In lessons, they benefit from help from their peers when they work as part of a group. Lessons do not always cater for their specific needs. G&amp;T students have access to extra-curricular activities such as sports, robotics, design and technology, and science fairs that meet their aspirations. They enjoy the opportunity to lead on assemblies and undertake volunteering work both in and out of school. The challenge they receive in lessons to accelerate their progress is inconsistent.</li><li>• Teachers, nurses and the social worker provide good support for students' personal development, including mental health and wellbeing. Home room teachers from Grades 1 to 5, conduct daily morning sessions to support students' emotional and social learning. Transition procedures are well-embedded and help students to become familiar with the</li></ul>				



school's routines and expectations. Careers guidance, including careers fairs, the signposting of subject choices and the entry process to higher education, is effective. Students confirm that they receive effective support from the school's staff in relation to their career pathways.

**Areas of Strength:**

- Students' welfare, health and safety across the school.
- Staff and students' relationships and the support for students' personal development and wellbeing across all phases.

**Areas for Improvement:**

- The review of classroom organisation across the school to ensure that there is enough space for students to move around to support group work.
- The identification and support for students with SEN, and the consistently high level of challenge for G&T students in lessons so that they can accelerate their progress across the school.

**PERFORMANCE STANDARD 6:  
LEADERSHIP AND MANAGEMENT**

**The quality of leadership and management is good overall.**

**Indicators:**

**The effectiveness of leadership**

**Good**

- The overall quality of leadership and management is good. The current principal has been in school for nearly one year and has reshaped the leadership team with the vice-principal and heads of departments. Leaders have a clear vision and strategic direction that they share with the school's community, demonstrating commitment to the UAE and national priorities and inclusion. Most leaders have a good understanding of best practice in teaching, learning and the curriculum, and provide a conducive learning environment. Relationships between leaders, teachers and other members of the community are positive and professional and communication is effective.
- The school delegates key roles and responsibilities to teachers and other members of staff appropriately, helping the school to function smoothly. A few of the middle leaders are new to

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the school, and they are less effective in the way that they monitor their subjects. As a result, a minority of teaching and assessment has remained acceptable in most subjects since the last review. Leaders ensure that there are enough teachers to teach the required curriculum. Morale is very positive. Overall, leaders demonstrate strong capacity for further improvement.

#### Self-evaluation and improvement planning

**Good**

- The school's self-evaluation form (SEF) usefully includes the views of the school's community and external stakeholders, and analysis of internal and external assessment, enabling the school to highlight its strengths and pinpoint its key priorities for improvement. The SEF is comprehensive and is well informed by a range of evidence, including minutes of meetings and the views of teachers, students and others, although it is overly optimistic in its evaluation of students' achievement. Systems for monitoring teaching are effectively followed up with feedback to teachers on how they can improve their teaching and its impact on students' learning. The improvement plan has been effective in securing the good achievement seen in mathematics in Elementary and Middle, and in science in Middle, and in teaching, assessment and the adaptation of the curriculum across the school.

#### Partnerships with parents and the community

**Good**

- Parents are strongly involved in their children's education and the Parent Council involves parents in special events, including national days and Islamic celebrations. Parents contribute to the school's decision making well; for example, in suggesting the provision of more enrichment activities and trips to places of interests. Channels of communication are effective with and parents appreciating the messaging service, the school's online portal and regular updates about the school's activities, policies, and the curriculum. The school has effective reporting systems. Parents confirm that they receive regular reports on their children's achievement, including information on behaviour, attitudes to learning, attendance, and next targets for improvement. Consultation meetings are regular and informative.
- The school has established close links with local services, including health professionals and Civil Defence to help students learn about anti-bullying, health and fire safety. Students are involved in inter-school and national competitions, developing local and national partnerships, including working with local charities. The school has formed partnerships with Ajman and Sharjah universities and Al Sondos Centre to enhance the support for students with SEN. The school works with international organisations, such as Cognia to enrich its curriculum.

#### Governance

**Good**



- The governing body consists of the school's staff and parental representatives, students and external stakeholders, benefitting from members who have expertise in education. Through surveys and meetings, governors gain knowledge of the school's community and respond positively to the views and comments of parents and others. Governors display good knowledge of the school, seek evaluation from external professionals, and hold school leaders accountable for students' achievement. Members, for example, ask questions about the gap in scores that exists in achievement between internal and external assessments. Governors ensure that funding and resources are made available to the school. They have recognised that they need to find ways to reduce the current high rates of teachers' turnover.

**Management, staffing, facilities and resources**

**Good**

- The day-to-day management of the school and its procedures are well-established. The school benefits from suitably qualified staff who receive a good induction, although a minority of new teachers and a few of the middle leaders have not received training to meet their developmental needs and to further improve their leadership skills. The school's premises provide very high-quality accommodation, with specialist facilities, including science laboratories, a library, prayer rooms and an auditorium. Resources, including learning technologies are well used to support teaching and learning. There are insufficient practical resources to support teaching and learning, particularly in KG.

**Areas of Strength:**

- The clear vision and ambition of the school's leaders to further improve students' achievement across the school.
- The management of the school's daily routines and events.

**Areas for Improvement:**

- Training for teachers and middle leaders in all phases so that they can improve their teaching and monitoring systems.
- The review of teachers' turnover to improve continuity of learning for students and succession planning over the longer term.
- The provision of more practical resources to enhance teaching and learning, particularly in KG.



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There are 24 teachers in the Arabic department, teaching 1,016 students across the school in AFL and ASL. The ratio of teachers to students is 1:42.
- The school has one library and a reading room. There are approximately 950 fiction and 3,150 non-fiction books in Arabic. In Elementary and Middle, students visit the library once a week to read with their teachers and peers and can borrow a book to take home. In High, students use the library to read independently and to conduct research. In KG, children read in classes with their teachers and enjoy listening to stories when watching videos.
- In Arabic lessons, teachers encourage students to read regularly and to improve their comprehension skills. In Islamic Education and social studies, students read in Arabic, conduct research using learning technologies and lead on debates, strengthening their Arabic knowledge and skills. Online Arabic reading programmes are made available for students to use in school and at home.
- The Arabic department organises a reading challenge, book reviews, calligraphy and Holy Qur'an competitions. Students can choose to join an Arabic club for at least one session a week.

### The school's use of external benchmarking data

- The school takes part in external benchmarking to meet the UAE national agenda and SPEA requirements for international tests, including PISA, TIMSS, and PIRLS.
- MAP assessment data shows that students' attainment is below the expectations in English, mathematics and science, except for mathematics in High, where attainment is in line. Few students from Grades 4 and 9, took part in CAT4 assessment and data shows attainment is below curriculum standards in English, mathematics and science. TALA assessments indicate that students' attainment is in line with curriculum standard. AP results indicates that students' attainment is above curriculum standards in calculus, chemistry, and physics.
- Teachers of mathematics and science have attended training to help them strengthen their knowledge and skills of how to support students' critical thinking and problem-solving skills. In Middle and High, teachers of mathematics use 'A Question a Day' to help students become familiar with the examination techniques to prepare them for international examinations. Students know that they need to read questions carefully before answering questions so that they do not lose marks.
- Teachers share the examination results with parents through the website and regular parents' consultation meetings. Students are aware of their targets and know how to improve their work.

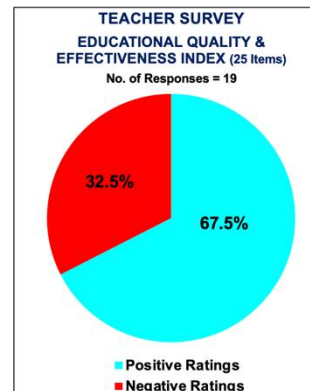
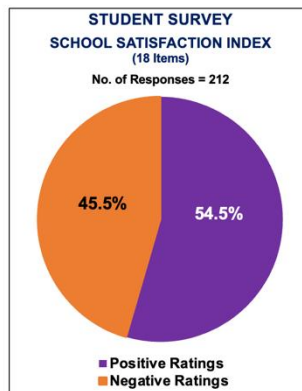
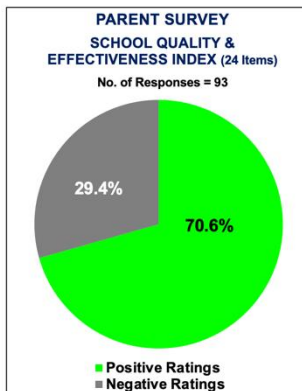




### Provision for KG

- In KG, there are 5 class teachers altogether, 2 for KG1 and 3 for KG2 with a total of 88 children. In addition, there are 2 teachers who teach Arabic: 5 support teachers with 1 in each class. The overall teacher to child ratio is approximately 1:18.
- Learning resources are allocated to each of the 5 classes, and there is an extra storage area to keep resources for the outdoor play. There are not enough practical resources to support teaching and learning. The outdoor environment is spacious and safe. It is well used as a learning classroom, for recreation purposes, and physical activities.
- Induction and transition arrangements are well established and help children when they start school and move on to Grade 1. Such processes are communicated well to parents. KG teachers encourage parents to provide information about their children's likes and dislikes, and how they can help their children settle into daily routines.
- The SENCO meets with parents to assess any needs and helps parents to make referrals for external assessments when required. Children with SEN have a shadow teacher who is employed and paid for by the parents and receives guidance from teachers on how to support children in lessons.

### VIEWS OF STAKEHOLDERS





## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve further students' achievement in international benchmarking examinations and in all subjects and phases across the school by:
  - offering more practical tasks for students to develop their writing skills in AFL and ASL; for students to take part in discussions in different contexts in ASL; and in English, to improve their reading, inference and writing skills.
  - assisting students in Islamic Education to extract the Tajweed rules from the Holy Qur'an; and in social studies to explain the challenges that face the global economy.
  - providing more learning experiences in mathematics for children to form numerals correctly and to develop their reasoning and higher order thinking skills; and in science, to give more opportunities for children to have access to regular first-hand experiences, and for students to acquire knowledge of scientific words and how to design their own experiments, investigate and report independently.
  - enabling students to develop their learning skills, including communication, problem-solving and innovation.
- Improve the impact of teaching and assessment on students' achievement by:
  - ensuring that teachers consistently use the assessment data they gather on children and students to plan and deliver lessons and tasks that meet the needs and abilities of the different groups of students, particularly the higher-attaining and G&T students.
  - sharing the best teaching practice that exists in the school and to encourage innovation and problem-solving skills.
  - making sure that teachers adapt the curriculum to address the different abilities and needs of students.
  - insisting that teachers mark students' written work and provide specific and constructive comments on how to improve the quality of their work, and to encourage peer-assessment.
- Improve the impact of leadership and management on students' outcomes by:
  - providing well-tailored training for new teachers to cater for their needs so that they can improve their knowledge and skills in the subjects taught.
  - offering extra support, specific training and mentoring for middle leaders so that they know how to hold teachers more accountable for students' performance.
  - ensuring that governors reduce the current teachers' turnover and provide extra resources to support teaching and learning, especially in KG.



In addition to considering the full content of this report and identifying actions required to bring about improvement, the school should build the strategic recommendations into its improvement planning process.

In consultation with the assigned School Improvement Advisor, the school should send its revised improvement plan, including specific actions, timescales, and success measures, to SPEA within two months of the publication of this report. Four months later, the school should submit a detailed report on progress to SPEA.

SPEA's next school review will validate the progress report and include a review of further progress made by the school in implementing the recommendations from this SPR report.

If you have a concern or wish to comment on any aspect of this report, please contact SPEA on [quality.assurance@spea.shj.ae](mailto:quality.assurance@spea.shj.ae) within three weeks of receiving this report.