



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

# School Performance Review (SPR) | Report

Al Kamal American Private School  
4 – 7 March 2024

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

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

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

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

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

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

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

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

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

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

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

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

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

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

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

### Judgements

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





<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	146
	School location	Al Ramtha, Sharjah
	Establishment date	2003
	Language of instruction	English
	School curriculum	US California, Common Core State Standards (CCSS)
	Accreditation body	-
	Examination Board	-
	National Agenda Benchmark Tests/ International assessment	MAP, IBT, CAT4
	Fee range	8,500 - 18,100 AED
	Principal	Ibtesam Salah Abdelsalam Hassan
	Chair of Board of Governors	Osama Dorgham
Staff	Total number of teachers	45
	Total number of teaching assistants	8
	Turnover rate	10%
	Main nationality of teachers	Egyptian
	Teacher: student ratio	1:17
	Total number of students	764
	Total number of students per phase	Phase 1: 104 Phase 2: 253 Phase 3: 280 Phase 4: 127
	Number of Emirati students	271
	Number of Emirati students per phase	Phase 1: 26 Phase 2: 75 Phase 3: 115 Phase 4: 55
	KG: number and gender	Boys: 47 Girls: 57
	Primary: number and gender	Boys: 136 Girls: 117
Middle: number and gender	Boys: 164 Girls: 116	
High: number and gender	Boys: 77 Girls: 50	
Nationality groups	1. Emirati 2. Egyptian	
Total number of students with special educational needs	15	
Students		



## PROGRESS JOURNEY

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

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 138 lesson observations, 38 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 an improvement since the previous review. Improvements have been made to students' achievement in most subjects. The provision for children in KG is now good and a strength of the school. Students' achievement in mathematics is an area of focus in Primary and High. School leaders have demonstrated commitment to raising expectations and driving the school to higher standards. Self-evaluation is having a positive impact on development planning and recommendations from the previous review have been met. Teaching and assessment are now good. Identification and support for students with special educational needs (SEN) is now in place and the curriculum is being adapted to meet most students' needs.

#### **KEY AREAS OF STRENGTH:**

- Students' achievement in Arabic, Islamic education, and social studies.
- Children's achievement in KG.
- Students' positive attitudes and strong relationships.
- Students' respect for UAE culture, their understanding and application of Islamic values.
- The vision and direction of the school's governance.

#### **KEY AREAS FOR IMPROVEMENT:**

- Students' attainment in core subjects to be consistently good or better across all phases.
- The school's use of assessment information to improve achievement for all students' groups.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.					
Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as a First Language)	Attainment	Good	Good	Good	Good
	Progress	Good	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	Good	Acceptable	Good	Acceptable
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Acceptable	Good	Acceptable
	Progress	Good	Acceptable	Good	Acceptable
Science	Attainment	Acceptable	Acceptable	Good	Acceptable
	Progress	Acceptable	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Good	Good	Good	Good





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic education is good overall. The school's internal data shows that students make outstanding progress across all phases. This does not match with what was seen in lessons and in students' work where the majority of students in all phases make better than expected progress.</li><li>• The school's internal assessment data shows that attainment is outstanding in all phases. This does not match what was seen in lessons and in students' work, which indicates that attainment is good as the majority of students' attainment across all phases is above curriculum standards. There are no international benchmarking examinations for Islamic education.</li><li>• Most students make good progress in all phases. In KG, children can memorise and recite short verses of the Holy Qur'an Mohammed such as Al-Fateha and A-Naas, and the Prophet Muhammad's (PBUH) Noble Hadeeth. In Primary, students can explain the importance of fasting during the holy month of Ramadan, understand the difference between compulsory and the optional prayers, Sunna, and identify and compare between the miracles of the Prophets Moses and Jesus and explain the virtue of charity and forgiveness. In Middle, students can explain the meaning of the Noble Hadeeth. In High, students can explain the Islamic principles and values such as praying at school, forgiveness and mercy that are reflected in their behaviours. Although some students' recitation skills and their application of Tajweed rules is good in Middle, this skill is less developed in the other three phases. Students' deeper understanding of the Holy Qur'an verses and Prophet's (PBUH) Noble Hadeeth to elicit Sharia rules are areas for development in Middle.</li><li>• Most groups of students make similar rates of progress though low attaining learners do not always make the same good progress as their peers.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Children's ability to memorise short verses of the Holy Qur'an and Noble Hadeeth of the Prophet Muhammad (PBUH) in KG.</li><li>• Students' understanding of Seerah and Noble Hadeeth of the Prophet Muhammad (PBUH) in Primary.</li><li>• Students' application of instructions and teachings of Islam, such as prayer, respect, and forgiveness across all phases.</li></ul>	<ul style="list-style-type: none"><li>• Children and students' recitation skills, applying Tajweed rules correctly in KG, Primary and High.</li><li>• Students' deeper understanding of the Holy Qur'an verses and the Prophet's (PBUH) Noble Hadeeth to elicit Sharia rules in Middle.</li></ul>



<b>Arabic</b>	<ul style="list-style-type: none"><li>Students' achievement in Arabic as a First Language (AFL) and in Arabic as a Second Language (ASL) is good overall. The school's internal data shows that students' progress is outstanding in all phases. This does not match with what was seen in lessons and in students' work where the majority of students make good progress across all phases.</li><li>The school's internal assessment data shows that AFL and ASL students' attainment is outstanding in all phases. This does not match with what was seen in lessons and in students' work which shows that the majority attain above curriculum standards across all phases. The majority of students achieve above curriculum standards. The November 2023-2024 external examinations result for TALA indicate that AFL students' results are good, and Mubakkir results are very good, whereas ASL results in the IBT test indicate that their attainment is outstanding.</li><li>Most AFL students make good progress across all phases. Their listening and speaking skills in standard Arabic are good in Middle and High. In KG children can read 40 sight words in a minute, from simple sentences, read the Arabic alphabet and state story elements. In Primary, most AFL and ASL students can explain new vocabulary, and use unfamiliar words in sentences. In Middle, most students can elicit parts of speech, explain the meaning of new vocabulary, and find out synonyms and antonyms using online dictionaries. In High, students can read and analyse literary texts and poems and debate whether they agree with the poet, justifying their answers. Students' reading, extended writing and their ability to ask questions during lessons are less developed across all phases. ASL students' listening and speaking skills enable them to communicate and read Arabic well. In Primary, ASL students' reading skills using proper intonation and diacritics and their extended writing skills are less developed.</li><li>Most groups of students make better than expected progress. Students with SEN, higher attaining students, particularly in Grades 6 and 10, typically make good progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Children's ability to read 40 words in less than a minute in KG in AFL.</li><li>Students' listening and speaking skills using standard Arabic across phases in Middle and High in AFL and ASL.</li><li>Students' ability to analyse texts to extract main and subordinate ideas in High in AFL.</li></ul>	<ul style="list-style-type: none"><li>Students' extended writing skills across all phases.</li><li>Students' confidence to ask questions in lessons across all phases.</li><li>Students' reading comprehension skills in Primary.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is good overall. The school's internal data shows that students make outstanding progress in Primary, Middle and High. This does not match with what was seen in lessons and in students' work where the majority of students make better than expected progress across all phases.</li><li>• The school's internal assessment data shows that attainment is outstanding in Primary, Middle and High. This does not match with what was seen in lessons and in students' work, which shows that the majority of students attain above curriculum standards. There are no external examinations for social studies.</li><li>• The majority of students make good progress in Primary, Middle and High. In Primary, students can identify the location of the UAE on the map, differentiate between the ocean and the gulf. In Middle, they can state the importance of conserving resources such as water and energy, know the leaders of the neighbouring countries of the UAE. They develop in-depth knowledge and understanding of the Holy City and the importance of trade between countries. They demonstrate understanding of international satellites used for geolocation. They understand the importance of keeping the environment clean. Students' research skills are less developed. In High, most students show secure knowledge and understanding of their duties and responsibilities towards their parents, families and society and can distinguish between necessities and obligations. Higher attaining students understand the importance of communication between countries to exchange culture. Some students' knowledge of international affairs, and their ability to suggest creative solutions to the global problems such as over population, traffic jams and the ozone layer depletion are less developed across Primary, Middle and High.</li><li>• Most groups of students make similar rates of progress. Higher attaining students do always make as much progress as they could.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' understanding and appreciation of the UAE culture across all phases.</li><li>• Students' understanding of the importance of keeping the environment clean in Middle.</li><li>• Students' understanding of effective communication with other nations, especially higher attaining students across all phases.</li></ul>	<ul style="list-style-type: none"><li>• Students' research skills in Primary.</li><li>• Students' knowledge and understanding of the world's problems and developing their ability to discover creative solutions in Primary, Middle and High.</li></ul>



English

- Students' achievement in English is good overall. In lessons and in their work, the majority of students make better than expected progress. This does not match with the school's internal data which shows that the large majority of students work above curriculum standards in all phases.
- External benchmark assessment data for Grades 3 to 9 in the previous year shows that attainment was below national and international expectations. The results for this year show a substantially improved picture.
- Children in KG build securely on prior learning. They know the alphabet and the days of the week. They can identify spelling errors and are developing a good understanding of punctuation rules. They can recognise rhyming patterns and most children can apply their learning of letters in real-life context sentences when they talk about rainfall. In Primary, the majority of students make good progress in developing their listening and speaking skills, especially in the older grades. Their reading skills are developing steadily. Students can identify key information in a text and can use this information to make relevant comparisons and contrasts between two objects, such as the Eiffel Tower and the Burj Khalifa. In Middle, the majority of students continue to make better than expected gains in the development of their speaking skills. Most students can provide a short, accurate summary of a text that they have read. Only higher-attaining students possess the range of vocabulary to enable them to understand and analyse ideas at a deeper level and to express a personal response to the points raised in texts. In High, most students make good progress in developing their listening and speaking skills and are beginning to tackle reading texts with greater confidence. This enables them, for example, to reflect maturely and in depth on aspects of energy, growth and sustainability and to express their points of view confidently. In Primary, Middle and High, there is significant variation in the quality of students' writing skills.
- Although girls' attainment is higher than boys in most year groups, boys have largely closed the gap with girls in speaking.

**Areas of Strength**

- The development of children's early language skills in KG.
- Students' speaking skills across all phases.

**Areas for Improvement**

- Students' textual analysis skills in Middle.
- Students' writing skills in Primary, Middle and High.



<b>Mathematics</b>	<ul style="list-style-type: none"><li>Students' achievement in mathematics is acceptable overall. Children and students' progress is good in KG and Middle, and it is acceptable in Primary and High. In lessons and in their work, the majority of students make better than expected progress in KG and Middle and most make expected progress in Primary and High. This does not match with the school's internal data that shows the achievement is very good or better across all phases.</li><li>Students' attainment is acceptable overall. The school's internal assessment data indicates that attainment is outstanding in KG, Primary, and that it is very good in Middle and High. MAP data for Grades 3 to 8 indicates acceptable attainment in Primary and very good attainment in Middle. In High, fewer than 3 quarters of students attain in line with international standards. In lessons and students' work, most students attain in line with curriculum standards in Primary and High. A majority of the students in KG and Middle attain above curriculum standards.</li><li>Students' progress is acceptable overall. Most students make the expected progress in Primary and High, and the majority make better than expected progress in KG and Middle. KG children have developed number sense and can add numbers below 10. Their understanding of quantity is less developed. Primary students can effectively use basic operations for calculations though their reasoning for problem solving is less developed. In Middle, students use mathematical formulae, can explain solutions and work with algebraic expressions. In High, students develop their algebraic skills and can solve linear equations by substitution. The practical application of learning to real-life contexts is less developed in High.</li><li>Overall, most groups of students make similar rates of progress including SEN, boys, girls and Emirati students. In lessons and their recent work, girls make significantly better progress than boys in Middle and High.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' use of basic operations for calculations in Primary.</li><li>Students' use of mathematical formulae to solve problems in Middle.</li></ul>	<ul style="list-style-type: none"><li>Students' mathematical thinking and reasoning for problem solving in Primary.</li><li>Students' practical application of learning to real-life mathematical contexts in High.</li></ul>



<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is good overall. Students make good progress in science in all phases except KG where it is acceptable.</li><li>• The school's internal assessment data indicates students' attainment is very good to outstanding in KG, and outstanding in Primary, Middle, and High. In MAP tests, most students in Primary, Middle, and High achieved very good results in 2023-24. Whereas overtime students' attainment has been good in MAP standard tests.</li><li>• In lessons, the majority of students make better than expected progress overall. In KG most children's progress is acceptable. Children respond enthusiastically to practical science activities and develop an understanding of plants and what they need to grow and live. They have few opportunities for activity-based experiences working in small groups. In Grade 2, most students develop their experimental design skills to compare and contrast. For example, all students are able to build a model to produce the effect of erosion and landslides. In Primary, students' ability to communicate their scientific knowledge about major bodies of water and their distribution on earth's surface is good. In Middle and High most students are effectively developing their scientific thinking skills by conducting experiments and investigation skills under supervision. For example, chemistry students research the properties of strong and weak acids, demonstrating their ability to make qualitative observations and draw conclusions. Students' use of technology for research is a feature of most lessons.</li><li>• There are significant differences in progress between different groups of students in Science in High where girls perform better than boys in the internal examination. In other phases there is no significant variation in the rates of progress students make.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' general understanding of science facts and theory in all phases.</li><li>• Students' ability to use technology for research in most science lessons.</li></ul>	<ul style="list-style-type: none"><li>• Children's activity-based and hands-on experience while working in smaller groups in KG.</li><li>• Student's ability to design and write practical experiments independently in Primary, Middle and High.</li></ul>



<b>Other subjects</b>	<ul style="list-style-type: none"> <li>Students' achievement in other subjects is good overall. Internal data indicates very good progress. In lessons and students' work, the majority of students make better than expected progress in music, computing, physical education (PE) and art.</li> <li>There is no external data for other subjects. In lessons and their work, students' attainment is good overall. The majority of students demonstrate knowledge, skills and understanding above curriculum standards.</li> <li>PE and art are strengths of the school, and students benefit from dedicated and enthusiastic teaching and learning. In KG, children develop core strength and balance as they move forward jumping on 2 feet and then 1 while practising a game of hopscotch. Girls in Primary show great agility, flexibility and skill as they perform gymnastic moves to music. Boys in Middle demonstrate creativity and design skills as they use recycled materials to produce textured mosaic pictures related to the culture of the UAE. There are few opportunities for students to produce 3-D artwork. In computing in Grade 1, students operate the mouse, a computing device to paint and draw a picture for Ramadan showing control and dexterity. Students in Grade 8 can navigate a computer to create named variables that store data and perform operations to code a game. Cross-curricular links and application to real life features in lessons. For example, students know that when they exercise, the hormone responsible for happiness is raised.</li> <li>Overall, all groups of students make good levels of progress.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' ability to create artwork using recycled material in Middle.</li> <li>Students' development of their physical skills across all phases.</li> </ul>	<ul style="list-style-type: none"> <li>Students' ability to produce 3-D artwork across all phases.</li> </ul>
<b>Learning Skills</b>	<ul style="list-style-type: none"> <li>Students' learning skills are good overall. Students in all phases take responsibility for successfully finishing set tasks. KG children sustain concentration for long periods of time. Most students across all phases are independent thinkers, following their own ideas. Students adequately understand what they need to do to improve.</li> <li>Students work productively in small groups to develop and share ideas in most subjects across all phases. Children and students in all phases are confident speakers and communicate their learning well.</li> <li>Most students can relate their learning to real life and make connections between subjects. Students' transfer of learning is evident when they connect learning across language, science, mathematics, PE and UAE culture.</li> <li>Almost all students use tablets during lessons for effectively accessing learning resources such as quizzes and revision games. Critical thinking, research, enquiry, enterprise and innovation skills are less developed in lessons.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>



	<ul style="list-style-type: none"><li>• Children and students' skills in independent thinking and in taking responsibility for their learning across all phases.</li><li>• Students' successful use of technology to gain access to learning resources across all phases.</li></ul>	<ul style="list-style-type: none"><li>• The development of students' critical thinking, research, enquiry, innovation and enterprise skills in lessons across all subjects and 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	Primary	Middle	High
<b>Personal development</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• Students demonstrate a positive attitude in all aspects of school life, both in and outside the classroom. They are respectful, self-reliant in most cases and respond well to feedback. Behaviour in the school is exemplary, which creates a harmonious learning environment. In the school bullying is rare with any instances effectively managed by the school staff.</li><li>• Students' relationships with staff, peers and all stakeholders are respectful, positive and productive. Students are sensitive to the needs of others and form strong friendships and support networks. For example, during assembly and breaktimes, senior students are available to provide advice, support, and guidance to younger students.</li><li>• Students demonstrate a secure understanding of how to live a healthy lifestyle. They are routinely supported by welfare and medical teams who ensure students' good health. The school promotes a healthy diet. For example, all students are encouraged to bring fruit and water to school. The school provides support to students who are currently obese.</li><li>• Attendance and punctuality across the school is very good, averaging 96%. The rare instances of students arriving late to school and lessons are effectively managed.</li></ul>				
<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>



- Students demonstrate respect and appreciation for the UAE traditions and heritage across the school. Students have a deep understanding of Islamic values and contemporary life in the UAE. They actively participate on National Day events. Morning assembly begins with the recitation of verses from the Holy Qur'an, and Islamic values from Noble Hadeeth are reinforced.
- Students are knowledgeable and respectful of the traditions and heritage of Emirati culture with the majority of lessons linked to UAE culture using examples. The school courtyard has mini-majlis for students to sit during breaktimes. Notice boards throughout the school display items of UAE culture. The school arranges trips to areas of local interest, including libraries and museums.
- Students are highly respectful of their own and other world cultures. The school celebrates other cultures and traditions through events such as the National Day for World Heritage during which students explore and appreciate different cultures through dresses, customs, and food. This is a celebration of the students' own cultures as well as those from the school's diverse community. A number of International Days including the World Day of Tourism, Healthy Food Day, United Nations Day and International Migrants' Day are celebrated in assemblies.

<b>Social responsibility and innovation skills</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
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- Students understand their responsibilities as members of the school's harmonious community. The students' council and school police provide support in managing the students during assembly, breaktimes and at all school events. Volunteers collect funds, food, and other donations for charity during Ramadan. Students participate in Emirates Red Crescent activities and have been awarded second place in helping people with disabilities, orphans and visiting elderly people in their homes.
- Students from all phases participate in activities such as colour days, UAE Flag Day, and cultural days. The students' council plays a significant role in initiating entrepreneurial events through setting up stalls and decorations and sharing the profits to charity. Students participate in events like the national and school level competitions promoting a good work ethic. Students' innovation, enterprise and entrepreneurship skills are less well developed, particularly in Middle and High.
- Students show care and demonstrate a good understanding of the benefits of sustainability and environmental conservation throughout the school, including KG. The Green School programme actively encourages recycling. Students donate plants to make the school green. There is a garden project for younger students in which seeds and small fruit trees are grown. Conservation Day is promoted across the school. Students initiate their own activities, such as watering the plants through a solar drip system for water conservation.

**Areas of Strength:**

- Students' respectful and considerate relationships.
- Students' appreciation and understanding of Islamic values and Emirati culture and heritage.

**Areas for Improvement:**

- Students' innovation, enterprise and entrepreneurship skills development in Middle and High.



## PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

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

Indicators:	KG	Primary	Middle	High
<b>Teaching for effective learning</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>

- Most teachers have a secure knowledge of their subjects and use effective teaching techniques to help students revise prior learning and understand new concepts. This was observed as particularly notable, for example, in English in KG and in the Arabic language subjects using 'hot-seating' and 'mini-teachers'. In the large majority of lessons, teachers make good use of time with teaching and learning resources enabling the majority of students to make good progress.
- Teachers interact well with students and make effective use of pair- and group-work to engage them in effective learning. Most teachers use a suitable mix of open and targeted questions to ensure students remain focused and interested in their learning. Questioning in Arabic is effective in promoting dialogue between students to extend their learning.
- Lesson planning guides the teaching and learning processes effectively in most subjects. While most teachers have good expectations for students' progress, lessons are not consistently adapted to meet the needs of lower- and higher- attaining students in a minority of lessons.
- Students' critical thinking, problem-solving and innovation skills are a developing feature in lessons.

<b>Assessment</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
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- The school's internal assessment data processes provide information on students' attainment and social development. A management system enables teachers and leaders to cross-reference assessment data and be confident that almost all information on students' progress is accurate. Teachers' use of students' individualised information to effectively monitor and track their progress over time is a developing area.
- The school conducts external examinations which meet the UAE priorities to benchmark academic outcomes against national and international standards. Results are collated and analysed to give a clear picture of individual and groups of students' attainment at different points. The school has recently introduced the use of MAP example questions in English, mathematics, and science, and test questions in Arabic to help prepare students for external tests, which is reflected in the improving outcomes.
- The analysis of assessment data is used to influence suitable modifications to the curriculum and teaching approaches. A majority of teachers have established a good understanding of the strengths and weakness of their students. Students are involved in peer- and self-assessment in



most lessons. Teachers mark students' workbooks routinely, providing constructive feedback on their developmental areas, although in a few cases the feedback is not sufficiently detailed

**Areas of Strength:**

- Teacher and student interactions and relationships that support effective learning.
- Teachers' use of time, teaching and learning resources to engage students in learning.
- The use of data to make adaptations to the curriculum to meet the assessed needs of students.

**Areas for Improvement:**

- Activities that develop students' critical thinking, problem solving, and innovation skills in lessons.
- Teachers' use of data to track the specific progress of different groups of students.



## PERFORMANCE STANDARD 4: CURRICULUM

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

Indicators:	KG	Primary	Middle	High
<b>Curriculum design and implementation</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• The curriculum is broad and balanced although on a few occasions, for example in mathematics, there are insufficient opportunities for students to take part in practical activities in lessons. The curriculum has a clear rationale with a focus on developing students' learning skills, meeting all statutory requirements. Detailed planning enables students to build effectively on their prior learning.</li><li>• There is a good range of curricular options for older students to meet their interests and aspirations. These include courses focusing on science, engineering and business. Surveys and consultations with students and their parents and attendance at university fairs enable students to make informed decisions about subject choices and potential career pathways. Cross-curricular links, for example on the theme of sustainability, are integrated into lessons and are at the forefront of students' experiences in assemblies and extra-curricular activities.</li><li>• The school reviews the curriculum regularly as part of its improvement planning, for example, in the light of the outcomes of benchmark tests where sample questions now form part of lessons. Appropriate adjustments are undertaken to ensure the curriculum meets the academic and personal needs of most students.</li></ul>				
<b>Curriculum adaptation</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• The school has improved the identification of students with SEN and adapts the curriculum appropriately to meet their needs. Diagnostic tests are conducted, and specialist teachers attend lessons, especially in Arabic language lessons, to monitor students' progress against their Individual Education Plans (IEP). Processes for the identification of Gifted and Talented (G&amp;T) students together with modifications to the curriculum and support in lessons, are less effective.</li><li>• The curriculum provides some opportunities for students to demonstrate creativity, enterprise and innovation which include art, digital projects in English in High, and robotics. There is a very good range of extra-curricular activities and clubs, including sports, debates in English and Arabic, library, music and chess clubs. Community links, for example with Sharjah Police and Sharjah Humanitarian Services, promote students' social and personal development well.</li><li>• The curriculum supports students' understanding of Emirati culture and society very effectively. Students develop a deep understanding and appreciation of UAE life, both past and present.</li></ul>				



**Areas of Strength:**

- Well-planned cross-curriculum links enable students to make connections between subjects and enhance their understanding of contemporary issues.
- Comprehensive and regular curriculum reviews that are closely aligned to the school's improvement plan.

**Areas for Improvement:**

- Opportunities for students to take part in practical activities in lessons, particularly mathematics.
- The modification of the curriculum to meet the needs and provide support for G&T students.



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

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

Indicators:	KG	Primary	Middle	High
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Very good</b>	<b>Very good</b>	<b>Very good</b>	<b>Very good</b>
<ul style="list-style-type: none"><li>The school has rigorous procedures for the safeguarding of students. There are documented policies for child protection and behaviour management shared with all stakeholders. All the parents, staff and students are aware of the school policies and the appropriate procedures to follow. The procedures to protect students from cyber-bullying are effective. The health, safety and security arrangements are highly effective, and all students feel very safe in school. The school conducts regular and extremely thorough checks of the building to provide a very safe and hygienic environment for all students. The transport arrangements effectively ensure safe arrival and departure of all students. Fire safety arrangements and evacuation procedures are robust.</li><li>The maintenance and record keeping in the school is of high quality. The students' health records are maintained securely with information shared appropriately. The school's building is well maintained with frequent and thorough checks, including pest control, water tank cleaning, food quality testing, and laboratory chemical waste disposal. The building and premises are highly secure. The classrooms and other facilities ensure that the learning needs of all students, including students with SEN and children in the early years are effectively met. There is sufficient equipment and facilities to support teaching and learning of art, music, and PE across all phases.</li><li>The school systematically promotes healthy lifestyles by integrating relevant learning activities in the curriculum. Students and their parents are encouraged to make healthy food choices through regular advisory programmes.</li></ul>				
<b>Care and support</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Staff have very positive relationships with all students as reflected in students' exemplary behaviour. The systems for the promotion and management of students' attendance and punctuality in the school are effective. Attendance rates are very good, and the additional time allocated for transition between lessons effectively ensures almost all students arrive on time for lessons.</li><li>The school has established effective procedures for further identification of SEN students. The specialist staff effectively lead on the identification and fully involve the teaching staff in the process. The procedures for the identification of G&amp;T students are less effective.</li></ul>				



- The support for SEN students in the school is adequate. Specialist staff sufficiently support identified SEN students by preparing IEPs and by providing additional support to help them understand difficult concepts and new topics.
- The support for G&T students is underdeveloped. Teachers are trained to ensure that there is adequate modification to the curriculum for most groups of students and teaching approaches and resources tend to meet their needs. Teachers do not routinely modify the curriculum for G&T students or set tasks that stretch and challenge them to make faster rates of progress.
- The guidance and support to students in the school is effective. The well-being and personal development of all the students is closely monitored by social workers. The older students receive relevant academic guidance for choosing the subject of their interest in Grade 9. University visits enable older students to make informed decisions about their career pathways.

**Areas of Strength:**

- Rigorous safeguarding procedures for all students in the school.
- The well-maintained buildings and premises.

**Areas for Improvement:**

- Procedures for the identification of and support for G&T students in lessons to maximise their progress.





## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

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

### Indicators:

#### The effectiveness of leadership

**Good**

- Overall, the quality of leadership in the school is good. School leaders demonstrate a vision and commitment to the UAE and its priorities. They have a very clear strategic direction to continue improving the school to a higher standard. Recent changes in senior leadership have not negatively impacted the pace of change or the improvement in students' outcomes across the school. Children in KG are now achieving above curriculum standards in a large majority of subjects. There has been much improvement in attainment across the school. There is a strong commitment to inclusion and the quality of support for students with SEN is adequate.
- Relationships and communication are professional and effective. There is sufficient delegation of key responsibilities to enable the school to function effectively and most staff have a secure understanding of their roles and responsibilities. Middle leaders are responsible for a subject area across the whole school, limiting their capacity to focus and secure improvements at phase level. Morale in the school is very positive. The school demonstrates a strong capacity to secure further improvements. All statutory and regulatory requirements are met.

#### Self-evaluation and improvement planning

**Good**

- The school's self-evaluation structures are effective and include input from all staff members and stakeholders in a consistent and structured way. The self-evaluation form (SEF) is realistic overall. The use of external data from MAP and other external assessments influences the self-assessment and improvement plans. Senior leaders together with heads of department effectively monitor teaching and learning and provide clear feedback. Evidence from observations is triangulated with assessment data, learning walks and students' workbook scrutiny. The school improvement plan (SIP) is coherent and aligned well to the SEF. Leaders and all stakeholders develop action plans driven by accurate assessment data, resulting in sustained positive students' progress. Leaders have been successful in developing aspects of the school, including whole staff professional development.

#### Partnerships with parents and the community

**Good**



- Parents have very positive views of the school. They appreciate the support teachers provide to their children. They welcome the many communications that provide a good insight into the life in school, and they are fully aware of their child's learning and progress. Productive local partnerships support the school and there is a clear benefit from the close relationship between the other school branches. Effective communication ensures parents are fully informed about school developments. The parents' committee is actively involved in school life and participates regularly in monitoring the school's performance. Parents of students with SEN are supported well and express great satisfaction with the progress made by their children.
- The school's many connections with external bodies, including community partnerships, local universities, such as Skyline University enhance students' learning and stimulate their interests. The school is exploring international connections.

**Governance**

**Very good**

- The governing body and board of trustees include representation from all stakeholders and benefit from wide educational and business expertise. The central Al Kamal organisation is highly committed and exerts a very positive and supportive influence through its senior staff. The board systematically monitors the school through regular visits and both formal and informal meetings in which they raise questions to ensure leaders' accountability. The board's strategic approach to staff promotion from within and careful succession planning ensures no serious gaps in the school's performance. There is a strong emphasis on the quality of recruitment. There is a clear performance management structure in place with annual targets and review.

**Management, staffing, facilities and resources**

**Good**

- The school runs efficiently day-to-day because of well organised procedures and routines. There are sufficient numbers of well-qualified staff, who are appropriately deployed. The premises provide a welcoming, bright, and colourful learning environment with creative displays and dedicated activity areas and cultural spaces. Classrooms and specialist facilities are used well to promote students' learning. Resources support curriculum delivery and are used to good effect by teachers.

**Areas of Strength:**

- The focused improvement planning based on students' learning outcomes.
- The very good governance arrangements that have a positive influence on the school's leadership direction.



**Areas for Improvement:**

- Middle leaders' accountability for their subjects across the school, especially at phase level.



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There are 16 Islamic, Arabic and social studies teachers with a ratio of 1:48. The head of department of Arabic medium subjects monitors teachers' planning, lessons, and assessment information for the 3 subjects.
- The school's library includes 5,500, out of which there are 2,000 fiction and 1,000 non-fiction books. The library is well organised and efficiently used. The number of e-learning books is 527 and the number of removed books is 62. Students use the library to borrow books and enjoy reading stories and conducting research. The timetable is 23 periods for all phases especially Primary, Middle and High, mainly for languages. There are some corners for reading outside classrooms.
- The platform Maktabati is used by students and teachers to improve students' reading skills. The number of e-books read is 4,200 books in 305 hours. This is reflected in the school's participation in the "Arabic Reading Challenge" competition where 6 students joined the semi-final.
- The school provides pull out sessions for students who struggle with reading and provides them with individual tuition. Every week, there are certain periods for improving reading and writing skills. The school encourages parents to support their children's reading skills and provides them with appropriate guidance.

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

- 95% of students from Grades 3 to 9, took the MAP test. 96% of students in Grades 3, 5, 7 and 9 took the CAT 4 examinations and 100% completed the IBT tests.
- The school leadership team meets with the board of governors and parents to make them aware of the benchmarking processes. Professional development sessions are planned for teachers on the appropriate use of benchmarking results.
- Teachers provide strategies for students and support plans are prepared for mathematics after assembly one day a week for English and Arabic for students who need extra help. These sessions focus on students' identified learning gaps. Teachers monitor students' weekly skills tracker, to provide extra support when necessary. Students are given previous papers or customised and standardised papers to practise in lessons and at home.
- Parents have access to a variety of digital platforms to monitor students' learning and progress. Results of the assessments are shared with parents through face-to-face meetings with staff on Sundays and through digital platforms. Students receive individual reports in their personal MS Teams accounts. Teachers and students are supported in their interpretation of the reports.

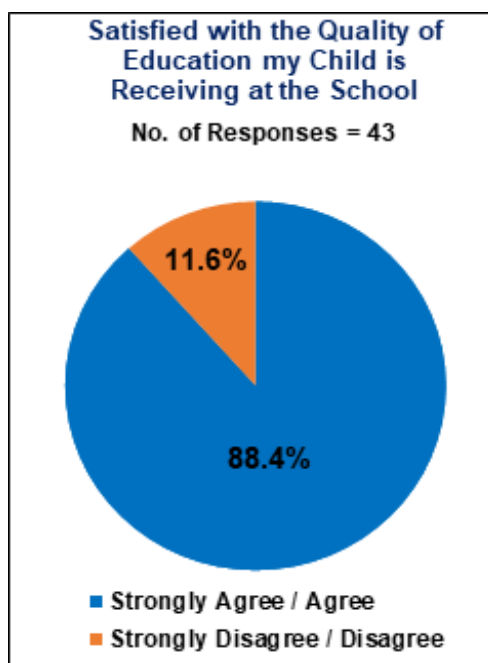
### Provision for KG

- There are 7 KG teachers and 4 teaching assistants in KG. The teacher to child ratio is approximately 1:15. The KG area consists of 4 KG classrooms, toilet facilities and an indoor activity room.
- KG has a range of resources to support learning, including smartboards in all classrooms. Resources include manipulatives for mathematics, storybooks and reading corners and a range of digital platforms to support English, mathematics, science and reading. There is a wide range of learning materials to help children to develop their fine motor skills and to complement teaching. The KG area has an outdoor shaded playground equipped with a safe playing area and rubber flooring, a reading corner and a show and tell corner.



- The school meets with parents and shows them around the school and provides opportunities for them to meet teachers. It holds a welcome week with games and activities, as well as thematic days, designed to appeal to the children's individual needs. This helps to familiarise new children with the school and their new teachers.
- Children in KG take part in a graduation day with parents and teachers when ready to transfer to Primary. All children attend 1 session in Primary to familiarise themselves with their new surroundings. Parents are shown around the Primary section with their children and all policies and protocols are explained. Staff talk to parents about the curriculum and the expectations of the school.

## VIEWS OF PARENTS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' attainment in core subjects by:
  - providing students with more challenging texts to develop textual analysis skills.
  - providing students with many opportunities to practise and enhance their writing skills in meaningful and challenging ways.
  - enhancing students' mathematical thinking and reasoning skills in Primary.
  - developing students' application of mathematical concepts in High.
  - providing students with opportunities to design and write practical science experiments independently.
  - providing activity based and hands-on science related experiences.
  - developing students' critical thinking, problem solving, innovation and enterprise skills in lessons.



- Improve the use of assessment data to raise the achievement of all students by:
  - analysing assessment data more effectively to identify and support different groups of students.
  - using assessment data to target and challenge the higher attaining students to extend their learning and accelerate progress in lessons.
  - tracking and monitoring the progress of different groups of students across different phases and subjects.
  - rigorously identifying and supporting the learning and development of G&T students in lessons.



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.