



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)

AMERICAN SCHOOL OF CREATIVE SCIENCE
Branch 1
11th to 14th November 2024



إتقان ITQAN

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.

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

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

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



SCHOOL INFORMATION

School	School ID	147
	School location	Al Layyah, Sharjah
	Establishment date	01/09/2022
	Language of instruction	English
	School Curriculum	American
	Accreditation body	New England Association of Schools and Colleges (NEASC)
	Examination Board	N/A
	External Assessments	Measures of Academic Progress (MAP)
	International and Curriculum Benchmark Assessments	Test of Arabic Language Arts (TALA) Cognitive Abilities Test (CAT4)
Staff	Fee Range	AED 20,200 to AED 37,086
	Principal	Dalia Kamel
	Chair of board of governors	Shadi Hassan
	Total number of teachers	61
	Total number of teaching assistants	40
Students	Turnover rate	3%
	Teacher: student ratio	1:15
	Total number of students	882
	Total number of students per cycle/phase	Phase 1: 348 Phase 2: 475 Phase 3: 59 Phase 4: 0
	Pre-KG: number and gender	Boys: 9 Girls: 15
	KG: number and gender	Boys: 159 Girls: 165
	Elementary: number and gender	Boys: 245 Girls: 230
	Middle: number and gender	Boys: 34 Girls: 25
	High: number and gender	Boys: 0 Girls: 0
	Total number of Emirati students	52
	Pre-KG: Emirati number and gender	Boys: 0 Girls: 0
	KG: Emirati number and gender	Boys: 2 Girls: 7



	Elementary: Emirati number and gender	Boys: 21	Girls:17
	Middle: Emirati number and gender	Boys: 3	Girls:2
	High: Emirati number and gender	Boys: 0	Girls:0
	Nationality groups (largest first)	1. Syrian 2. Jordanian	
	Total number of students with special educational needs	69	



PROGRESS JOURNEY

Previous Review:	Current Review:
N/A	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of reviewers' 124 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 is good. The school is new and opened in September 2022.

The number of students on roll has increased each year. With the clear vision and support of the Bukhatir Education Advancement Management (BEAM) organisation, the school leaders and the commitment of its staff, the school has secured good achievement in almost all subjects and phases. Students' understanding of Islamic values and awareness of Emirati culture and heritage are a strength. The quality of teaching, assessment and the curriculum are good across the school. The school leaders, teachers and other staff give a high priority to the arrangements for students' protection, care, guidance, and support. The school provides a welcoming learning environment where students feel safe and secure. Parents contribute well to their children's education and the work of the school and feel that their children are well attended to.

KEY AREAS OF STRENGTH:

- Children's achievement in Kindergarten (KG) and the way they explore and learn.
- Students' respect for Islamic values, their understanding of the Emirati culture, and the heritage and history of the UAE.
- The high priority the school gives to students' welfare, health and safety.
- The role of the school leaders and staff in establishing a positive culture across the school and partnerships with parents and the community.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement in most subjects to a very good or better level in all subjects.
- The quality and consistency of teaching and the use of assessment in planning lessons to meet the needs of all groups of students.
- The adaptation of the curriculum to meet the needs and abilities of all groups of students, particularly the higher attaining and the gifted and talented (G&T) students.
- The role of the middle leaders to further support and to raise students' achievement.



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	N/A
	Progress	N/A	Good	Good	N/A
Arabic (as a First Language)	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
Arabic (as an additional Language)	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Good	Good	N/A
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Mathematics	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Science	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Learning Skills		Good	Good	Good	N/A



Islamic Education

- Students' achievement in Islamic Education is good overall. The school's internal assessments indicate that students in Elementary make good progress, and in Middle, progress is very good. This does not fully match with what is observed in lessons and in their recent work and over time, where the majority of students make better than expected progress across the two phases.
- Internal assessments indicate that students' attainment is good in Elementary, and very good in Middle. This is not seen in lessons and students' work, where the majority of students in Elementary and Middle demonstrate knowledge and skills at levels above curriculum expectations. There are no external assessments for this subject.
- In Elementary and Middle, students demonstrate secure knowledge and understanding of Islamic principles, including Islamic greetings and table manners. In Elementary, students understand Islamic values, deduce the main prophetic guidance in the Noble Hadeeth, and relate it to their lives. They can recite the Holy Qur'an (Surah At-Takwir), applying Tajweed rules correctly. A minority of students cannot support their answers with evidence from the Holy Qur'an and the Noble Hadeeth in their discussions and presentations. In Middle, students can recite prescribed verses from the Holy Qur'an and infer the rulings and guidelines in the Noble Hadeeth. They perform Tayammum for prayer and deduce the cases when Tayammum is permitted.
- Overall, the majority of the different groups of students, including boys, girls and Emirati students make similar amounts of progress which is better than expected. At times, students with special educational needs (SEN) make less progress.

Areas of Strength

- Students' skills to recite Surah from the Holy Qur'an, following Tajweed rules in Elementary.
- Students' knowledge of greeting in Islam, table manners and Tayammum in Middle.

Areas for Improvement

- Students' ability to support their evidence from the Holy Qur'an and the Noble Hadeeth to support their Islamic values, especially in Elementary.



Arabic	<ul style="list-style-type: none">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 most students in Elementary and Middle make better than expected progress; and in ASL, the large majority of students in Elementary and the majority of the students in Middle make better than expected progress. This data does not match what is observed in lessons and in their recent work where students make good progress over time in AFL and ASL from their starting points.Internal assessment data indicates that the attainment, in AFL is very good in Elementary and Middle; and in ASL, it is very good in Elementary, and good in Middle. This is not evidenced in lessons and students' work, where students demonstrate knowledge and skills at good levels in AFL and acceptable levels in ASL. In AFL, students from Grades 3 to 6 participate in the TALA assessments and results suggest their attainment is in line with curriculum expectations. In ASL, there is no external assessment for this subject.In AFL, students in Elementary can identify the differences between poetry and prose; read a poem with intonation and express their opinions. A minority of students cannot write at levels appropriate for their grade. In ASL, students in Elementary listen and respond appropriately to their peers and teachers, read confidently and identify the main points of simple texts based on familiar topics. A minority of students are not yet able to speak coherently. In AFL, students in Middle interpret the new terms and phrases in an informational text, including their semantic meanings and present their opinions speaking in standard Arabic. In ASL, students in Middle use simple language in conversation about healthy food. A minority of students are not able to write at length in both phases. Only a minority of students can write simple texts, using descriptive language in both phases.Overall, in AFL, the majority of the different groups of students, including boys, girls and Emirati students make similar amounts of progress which is better than expected. Higher attaining students are not sufficiently challenged. In ASL, there is no significant difference between the rates of progress made by students.	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> In AFL, students' speaking skills, using standard Arabic, in both phases; and in ASL, students' listening skills and the way they respond to instructions. In AFL, students' reading and analytical skills in Middle. 	<ul style="list-style-type: none"> Students' writing skills in AFL and ASL across both phases. Students' ability to confidently and coherently engage in discussions in ASL in Elementary.
Social Studies	<ul style="list-style-type: none"> Students' achievement in social studies is good overall. The school's internal assessments indicate good progress in Elementary and Middle. This concurs with the good progress observed in lessons and in students' work over time. Internal assessments indicate that the majority of students in Elementary and Middle attain above curriculum expectations. They demonstrate knowledge and skills at similar levels in lessons and in their work. There is no external assessment for this subject. In Elementary, students can name the different grandparents' careers, the tools they used and discuss the timeline of the formation of the UAE. Students are knowledgeable about the UAE government and the importance of respect, tolerance and peace. In Middle, students describe the importance of the legacy of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) and are knowledgeable about the Zayed Humanitarian Work Day. They can use the statistics to infer the causes of population growth. A minority of students cannot explain the factors that cause the population to grow in the Arabian Peninsula. Overall, the majority of the different groups of students, including boys, girls and Emirati students make similar amounts of progress which is better than expected. At times, lower attaining students make less progress when compared to their peers. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' knowledge of the UAE values of tolerance, respect and peace in Elementary. Students' understanding of the UAE's history and heritage in both phases. 	<ul style="list-style-type: none"> Students' ability to infer and to explain the factors affecting population percentage in the Arabian Peninsula, in Middle. Students' deep understanding of the legacy of the H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) in Middle.



English

- Students' achievement in English is good overall. In KG, Elementary and Middle, students make good progress over time. This concurs with the good progress observed in lessons and in students' work.
- Internal assessment data indicates that students' attainment is good overall. MAP external assessment results for the year 2023/2024 indicate that students' academic growth is good. In lessons and students' work, the majority of students demonstrate knowledge and skills above curriculum standards.
- In KG, children demonstrate good speaking and listening skills, acquire new vocabulary and know how to use their knowledge of letters and sounds to read unfamiliar words. Reading comprehension is developing across the phase with community involvement in the shared book programme. Elementary, students can read and articulate what they have understood. In Middle, students are fluent speakers and confidently lead debates. They can examine text types, identify the plot and main characters, and read with intonation. Their reading skills, including higher level skills such as inference, synthesis and prediction are not fully developed. Emergent writing skills of children in KG and students' writing skills using correct grammar are less well developed in Elementary and Middle.
- The majority of the different groups of students, including boys, girls and Emiratis make similar amounts of progress which is better than expected progress. Higher attaining and G&T students do not have access to consistently challenging tasks to improve their rates of progress.

Areas of Strength

- Children's phonological skills in early reading in KG.
- Students' speaking fluency and confident debating skills in Middle.

Areas for Improvement

- Students' skills in inference and prediction in reading in Middle.
- Children's emergent writing in KG, and students' writing skills using correct grammar in Elementary and Middle.



Mathematics

- Students' achievement in mathematics is good overall. The school's analysis of internal assessment data indicates that students' progress over time is very good. This is not seen in lessons and students' work, where progress is good in KG, Elementary and Middle.
- The school's internal assessment data indicate that students' attainment is very good. This is not seen in lessons and students' work, where the majority of students demonstrate knowledge and skills above curriculum standards in KG, Elementary and Middle. MAP external assessment results for the year 2023/2024 indicate that students' academic growth is good.
- In KG, children know the order of numbers, recognize numerals and solve problems in addition using numbers beyond 10. A minority of children do yet not form numerals correctly. In Elementary, students calculate the perimeter and areas of 2D shapes using the correct formula. In Middle, students can multiply fractions and solve word problems, making links to real life scenarios. Most Elementary and Middle students are not yet able to apply mathematical reasoning skills to justify their answers in solving more complex problems.
- The majority of the different groups of students make similar amounts of progress which is better than expected progress. Higher attaining and G&T students do not have access to enough demanding tasks to increase their rates of progress.

Areas of Strength

- Children's understanding of numbers and how to solve simple addition problems in KG.
- Students' skills in solving word problems related to the real world in Middle.

Areas for Improvement

- Children's accurate formation of numbers in KG.
- Students' mathematical reasoning skills and ability to prove their answers in solving problems in Elementary and Middle.



Science

- Students' achievement in science is good overall. The school's analysis of internal assessment data indicates that students' progress over time is very good. This is not observed in lessons and students' work, where progress is good in KG, Elementary and Middle.
- The school's internal assessment data shows that students' attainment is very good. This is not seen in lessons and students' work, where the majority of students demonstrate knowledge and skills above curriculum standards in KG, Elementary and Middle. MAP external assessment results for the year 2023/2024 indicate that students' academic growth is good.
- Children and students demonstrate a good understanding of scientific vocabulary and key concepts in physical, life and earth sciences. Children in KG, carefully explore their surroundings and discuss their observations. They describe oceans and deserts identifying the names of different animals and plants. Elementary students demonstrate knowledge and understanding of magnetic force and the factors that affect them. A majority of students in Middle demonstrate their knowledge and application of scientific methods in generating their own hypotheses and experiments and can derive conclusions. For example, in Grade 7, students explain cellular respiration, justify the need for glucose in the cell, and explain how cellular respiration could fail to occur without glucose. Not all students apply scientific methods or conduct experiments independently in Middle.
- The majority of the different groups of students, including boys, girls and Emiratis make similar amounts of progress which is better than expected progress. Higher attaining and G&T students do not have access to sufficiently demanding tasks to accelerate their progress.

Areas of Strength

- Children's knowledge of how to explore, observe their surroundings, and draw conclusions in KG.
- Students' understanding of relevant scientific terminology across all phases.

Areas for Improvement

- Students' understanding and application of scientific methods in all grades in Middle.
- Students' ability to investigate independently and to report their findings in Middle.



Other subjects

- In the other subjects taught at the school, students' achievement is good overall across the school. In lessons and in their work over time, students make good progress in computer science, physical education (PE), and art.
- There are no internal or external assessments for these subjects. In lessons, students demonstrate knowledge and skills at levels that indicate their attainment is good overall.
- Children in KG computing lessons, learn through playing games, saving their work, and using the interactive whiteboard effectively to consolidate learning. In Elementary and Middle, students use learning technologies for research and independent enquiry but not specifically to support their learning in specific subjects. In Grade 7, students create their own webpages. In physical education (PE) in KG, activities enable children to develop their gross motor skills, fitness, and gaming skills. Yoga and gymnastics are popular PE activities in Elementary and Middle. In KG, children are agile when using the climbing equipment and enjoy taking part in the fitness club. In art, children in KG successfully develop their creative skills and create colourful collages. In Elementary and Middle, most students demonstrate good observational drawing skills. They do not engage in collaborative creative projects. Their ability to transfer information technology (IT) skills and creativity across other areas of learning is limited.
- The majority of the different groups of students, including boys and girls make similar progress to their peers.

Areas of Strength

- Students' engagement in PE and the development of their physical skills in Elementary and Middle.
- Children's creative skills in KG.

Areas for Improvement

- Students' ability to engage in collaborative, creative projects in Elementary and Middle.
- Students' ability to transfer their creative and IT skills across areas of learning, in Elementary and Middle.



Learning Skills

- Children and students' learning skills are good overall. Students demonstrate positive attitudes to learning and take responsibility for their own learning. They know their strengths and what they can do to improve in their work. In Grade 4 social studies, students respond well to their teachers' comments and self-correct.
- In KG, children enjoy their learning, work well in pairs and keenly communicate their ideas, for instance, through Show and Tell activities. Students in Elementary and Middle consistently listen attentively, collaborate well, discuss their ideas and consider the views of others. In Grade 6 English lesson, students debate whether countries need to invest in sustainable environments or to give priority to exploring planets such as Mars.
- In general, students make meaningful connections between the different subjects and the real world. In a Grade 2 science lesson, students constructed their own models about bridges and made useful links with civil engineering such as in the construction of Sheikh Zayed Bridge in Abu Dhabi. Students in Grade 6 mathematics referred to tall buildings in the UAE while calculating the area of different shapes. Across the school, students know that sports are linked to good health and wellbeing.
- Students can use learning technologies effectively to assess their learning, and to research. They ask questions and take part in enterprise activities to raise funds for charities and to learn about money and finance. During Genius Hour, students develop their creativity and problem-solving skills. Students' innovation, critical thinking and problem-solving skills are less well-developed in lessons across the school.

Areas of Strength

- Students' ability to make meaningful links with daily life situations and the real world.
- Students' ability to discuss their ideas and consider the views of others.

Areas for Improvement

- Students' innovation and problem-solving skills in lessons in all phases.
- Students' critical thinking skills across the school in lessons.



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	N/A
<ul style="list-style-type: none">Students' personal and social development and their innovation skills are good overall. Children and students display positive and responsible attitudes to learning and respond well to their teachers' critical feedback. Students behave well in lessons and around the school premises, they follow school rules and the code of conduct. Students' behaviour is better in the girls' section. Bullying is rare and students feel safe and secure.Students build positive relationships with each other and their teachers and are sensitive to the needs of their peers. Children in KG make friends, learn to share resources and to take turns. Members of the Student Council promote harmony around the school and remind fellow students to resolve differences calmly.Students understand the importance of safe and healthy living. They participate in physical activities, and sports. They respond well to the many opportunities to learn about healthy lifestyles, through participation in events such as World Heart Day, Diabetes Day and Hand Washing Day. Children and students understand that they need to drink water to keep them hydrated.Students' attendance at 95% is good. Students usually arrive at school, assemblies and lessons on time. As a result, the school runs smoothly.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	N/A



- Children and students demonstrate a very good knowledge and understanding of the importance of Islamic values and how they influence life in the UAE. They practice the recitation of the Holy Qur'an and the Noble Hadeeth in the assemblies, take part in Du'aa (supplication), participate in daily prayer and celebrate all Islamic events.
- Students show a very good appreciation of the UAE's heritage and Emirati culture and participate eagerly in singing the National Anthem. Older students are deeply aware of the importance of the legacy of the H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP). Students can name objects and artefacts related to Emirati culture and the UAE's heritage.
- Students show a very good understanding and awareness of their own cultures and heritage. They enjoy the Cultural Days and enjoy exploring the cultures, traditions and lifestyles of others. Students are proud to be part of a diverse and tolerant community. Children in KG learn about the flags and how to greet people in the languages of several countries.

**Social responsibility
and innovation skills**

Good

Good

Good

N/A

- Students speak proudly of their responsibilities, including those appointed as student councillors, group and book leaders, and safety heroes. Across all phases, students value the opportunity to contribute to school life and the wider community and this is evidenced in the way they lead during assemblies, support their peers during break times, and collect donations for fundraising events to support families in need within the UAE and beyond.
- Students enjoy their learning in school, and take part in enterprise events, for example, they visit KidZania to learn about finance and different careers. They are responsible for managing small stalls in the school and deciding which products to sell. When given the opportunity, students keenly take part in projects to develop their creativity and imagination such as in extra-curricular activities, known as the Genius Hour, which includes sports, science, technology, art and recitation of the Holy Qur'an. Innovation is not fully developed in lessons.
- Students care for the school's surroundings and keep it tidy and free from litter. There is a growing awareness of the importance of protecting the environment, sustainability and conservation and students take part in events, such as Earth Day and participate in planting and irrigation activities in school. Children in KG and students in Elementary know about the importance of recycling materials and saving water and energy. In Middle, students are aware of climate change and suggest ways to use sustainable energy, making contributions to the COP 28 Green Zone. Awareness of sustainability and conservation in the wider world is less well developed in KG and Elementary.



Areas of Strength:

- Students' appreciation of Islamic values.
- Students' respect for the culture and heritage of the UAE.

Areas for Improvement:

- Students' innovation skills in lessons.
- Students' awareness of sustainability projects across the wider world, especially 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	N/A

- The quality of effective learning and teaching are good overall. Most teachers apply their subject knowledge effectively to help students learn new knowledge and gain skills. Teachers in KG know how children learn and develop through play. For example, in science in KG2 children learn about different living things and the teacher provides opportunities for children to explore ways to keep creatures safe.
- Teachers provide a welcoming learning environment and plan lessons that motivate students to learn. They share the learning objectives with students so that they are clear about what is expected of them. Teachers use the available resources, including learning technologies and hands-on practical resources, including manipulatives to facilitate learning. Teachers ensure that students have enough time to accomplish their tasks.
- Teachers ask questions to check students' understanding and address misconceptions. In the best lessons, they often modify their questions to engage different groups of students, particularly those students with SEN. In general, teachers encourage dialogue, discussion and interaction among students. During a science lesson in Grade 7, the teacher encouraged all



students to independently hypothesise, experiment and find their own conclusions about chemical changes by referring to daily life situations. As a result, students worked at a brisk pace, achieved the learning objectives and made significant gains in their learning. Such practice is insufficiently well developed in a minority of lessons across the school.

- Teachers encourage students to work independently and to be responsible for their own learning. They provide some opportunities for students to develop their problem-solving and critical thinking skills. In the best lessons, students learn to think critically about their own learning. Problem-solving, critical thinking and innovation skills are not fully developed in subjects across the school.

Assessment	Good	Good	Good	N/A
<ul style="list-style-type: none">• The school's internal assessment systems are well established and linked to the curriculum standards to measure students' attainment and progress. In KG, teachers gather information about what children know, can do and need to learn next. They use such information alongside their observations to plan teaching. Students in Elementary and Middle take part in external benchmark assessments in MAP in English, mathematics and science and TALA in AFL which enables leaders to compare students' performance against international expectations. The school captures information about students' academic potential and preferred modes of learning in CAT4.• Leaders analyse attainment and progress data for individuals and groups. They share the assessment data across phases and subject departments to identify and address gaps in students' knowledge and skills. Leaders share the assessment data with teachers so that they can use it to inform future planning and to adapt the curriculum. In the most effective lessons, teachers use the assessment information well to plan learning tasks matched to the needs and abilities of the different groups of students. This practice is not consistent across Elementary and Middle.• Teachers know most students' strengths and what they need to improve next. In lessons, teachers give oral feedback and encourage students to improve their work, and students usually respond accordingly. Teachers mark students' written work, but they do not always explain to students how they can improve the quality of their work further. In the most effective lessons, students confidently assess their own learning online and engage in peer assessment. Plenaries help students reflect on their learning but this is not yet common practice across the school.				
Areas of Strength:				



- Teachers' understanding of how children and students learn and the welcoming learning environments they provide.
- The range of internal and external assessments to measure students' achievements.

Areas for Improvement:

- Teachers' guidance and support for students to improve their critical thinking, innovation and problem-solving skills, and how to improve their written work.
- Teachers' consistent use of assessment information to plan lessons that cater for the different groups of students in Elementary and Middle.

PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	N/A

- The curriculum is good overall. It is reasonably broad and relevant and meets the statutory requirements. The educational program follows the California Common Core State Standards in English and mathematics and in science is aligned with the Next Generation Science Standards (NGSS). The school follow the Ministry of Education (MoE) expectations in Islamic Education, Arabic and social studies. In KG, the early childhood curriculum is age-appropriate and provides a good range of opportunities for children to develop the required knowledge and skills. The curriculum is well planned, provides good continuity and progression in all subjects and prepares students for the next stages of their education.
- The curriculum provides meaningful planned links between areas of learning, enabling students to transfer knowledge and skills between subjects. For example, in KG2 science, children link the decline in numbers of sea animals to pollution of the ocean with plastic bags. Students in Grade 4 social studies make useful links between the importance of respect and tolerance in



the UAE and forgiveness in Islam. There are choices for students in a range of extra-curricular clubs.

- The school conducts regular reviews of its curriculum at subject levels and through phase and grade meetings. This has led to improvements in curriculum provision, for example, the systematic teaching of phonics in KG and the lower grades of Elementary. Leaders recognize that further reviews and development are required to precisely identify the adaptations and modifications needed to meet the needs of higher attaining and G&T students.

Curriculum adaptation	Good	Good	Good	N/A
<ul style="list-style-type: none">• The school makes good modifications to the curriculum to meet the needs of students with SEN, especially when they receive support from the inclusion team and use the sensory room to learn at their own pace. Children in KG have access to emotional and social learning activities to help them develop their speaking skills and to discuss ways to achieve their goals. In mathematics, teachers have devised levelled resources to support children and students' problem-solving skills. The curriculum is not yet modified to fully meet the needs and abilities of all students, particularly for the higher attaining and G&T students.• The curriculum is motivating for students and aims to enrich students' learning through activities such as the STEAM (science, technology, engineering, art and mathematics), activities and the Injaz project to develop their financial literacy skills. It is further enhanced by a range of extracurricular activities, including leadership clubs, sports, science fairs, and trips to places of interest. The curriculum provides good opportunities for students to take part in enterprise events such as raising funds and making decisions about the charities they support. Financial literacy is well embedded in KG, where children have the chance to take part in shop role plays to sell goods and to explore money using a till. Opportunities to develop innovation in lessons are not consistently planned across all subjects.• The curriculum is planned with meaningful links with Emirati culture and UAE society. Students in Grade 6 English discuss the aspiration of the UAE to explore space and refer to the UAE astronaut Hazza Al Mansouri. Their awareness of the UAE's heritage and Emirati culture are well supported in the celebration of many national occasions, including UAE Flag, Martyrs' and Emirati Women's Days. Students sing the National Anthem with enthusiasm.				
Areas of Strength:				
<ul style="list-style-type: none">• The planned curricular links between subjects across all phases.• The strong connections with Emirati culture and UAE heritage across the school.				



Areas for Improvement:

- The rigorous curriculum review to identify adaptations to provide appropriate challenges to meet the needs and abilities of higher attaining and G&T students.
- The adaptation of the curriculum to promote students' innovation skills during lessons.

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	N/A

- The protection, care, guidance and support of students are very good overall. The school has rigorous policies and procedures for safeguarding children and students, including child protection, behaviour, anti-bullying, health and safety. All staff have attended relevant safeguarding training, and senior staff and others responsible for health and safety have attended the advanced course in safeguarding. Leaders, teachers and other staff are clear about the procedures to follow if they have a concern. Parents receive clear guidance on how to keep their children safe, particularly on e-safety; and students know about cyber-bullying and how to keep safe when online.
- The health and safety teams conduct regular and rigorous risk assessments on the premises, resources and trips, including fire risk assessment. Security staff are vigilant and monitor the buildings very effectively and staff supervise students throughout the day, including their arrival and departure at school and on school transport to ensure that students are fully safe and secure. Buildings and equipment are mostly new, of high quality and fully accessible. Maintenance and cleaning staff pay attention to detail to ensure that the learning environment is safe, hygienic and conducive to learning. Administrative procedures are very efficient, and



staff keep detailed records in designated offices, including accidents, incidents and subsequent actions, medical files and medicines are securely locked in cabinets.

- The school successfully promotes safe and healthy living. Students receive effective support from teachers and nurses, for example, on the importance of healthy eating, hand washing and dental hygiene. Students take an active part in physical activities, including gymnastics and yoga and children in KG enjoy the opportunity to climb the apparatus and slide safely. The school celebrates students' participation in sports competitions to promote their health and wellbeing.

Care and support

Good

Good

Good

N/A

- Students have established friendly rapport with staff and their peers based on mutual respect. The school's processes to manage behaviour are effective and leaders share the behaviour code of conduct with students and their parents. Teachers deal with unacceptable behaviours calmly and professionally.
- The school has reviewed its systems to promote attendance and punctuality. The attendance officers contact parents to check reasons for their child's absence or to discuss issues related to punctuality. They then explain to the important links between attendance and achievement. This has led to consistently good levels of attendance and punctuality across the school.
- Systems for the identification of students with SEN are well-established. The special educational needs coordinator (SENCO) works with parents and guides them to make referrals for external assessments, including speech and language therapy. The SENCO and teachers involve parents in devising and reviewing their children's educational learning plans. Teachers observe students, note their gifts and talents and gain information from parents about their children's strengths. The school uses CAT4 assessment data to identify the higher attaining and G&T students.
- Students with SEN receive good intervention and support from the inclusion team outside the classrooms. In lessons, they do not always receive the support they need. Higher attainers and G&T students lead assemblies to develop their leadership skills and access extra-curricular activities such as sports, coding and design technology, that support their aspirations. The level of challenge during lessons is inconsistent for these groups of students.
- Staff provide good support for students' personal development, including mental health and wellbeing. Transition procedures are well embedded and help students to become familiar with the school's routines and expectations. Teachers talk to students about their choices of subjects from Grade 7 and the Injaz programme helps students plan for their future education.

Areas of Strength:

- The arrangements to ensure students' welfare, health and safety across the school.



- The processes for managing attendance and punctuality across the school.

Areas for Improvement:

- The personalised support for students with SEN in lessons to fully meet their needs across all phases.
- The support for higher attainers and G&T students in lessons so that they are appropriately challenged and can accelerate their progress.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- Leadership and management are good overall. The Principal and leadership team set a clear vision and direction for the school, and share them with the school community, aiming at improving students' achievement and personal development. The school is committed to UAE national and Emirate priorities and inclusion. School leaders demonstrate good knowledge and understanding of best practices in teaching, assessment and the curriculum; and the senior leaders have a secure understanding of the UAE Inspection Framework. Leaders provide a welcoming learning ethos, where teachers and students can work in mutual respect. They have successfully led good performance in most aspects of the school's work and demonstrate a clear capacity to secure further school improvements.
- Relationships and communication among the school community are professional and respectful; morale is positive. The school has a distributed approach to leadership to ensure lines of accountability for students' performance. Most school leaders and teachers are clear about this, but a minority of middle leaders are new to the school and have not fully developed their skills in how to hold teachers accountable for students' achievement in their areas of responsibility.



Self-evaluation and improvement planning	Good
<ul style="list-style-type: none">The school's self-evaluation form (SEF) reflects the views of leaders, teachers and other stakeholders. The process is systematic and includes the analysis of internal and external assessment data, and the aspiration to meet the UAE National Agenda. The SEF helps the school to identify its strengths and to highlight areas for improvement. The school improvement plan (SIP) includes a system for monitoring and evaluation and has been effective in securing good outcomes for all students over time.	
Partnerships with parents and the community	Good
<ul style="list-style-type: none">Parents contribute well to their children's education and the life of the school. The school leaders and staff seek parents' views on a range of school initiatives through regular questionnaires, meetings and parent conferences. The school keeps parents informed about their children's academic progress and personal development. Parents speak highly of the communication channels that the school provides and appreciate the use of the school's digital system which makes it easy for them to request information about their children's learning whenever they require it. Parents feel that their children are well cared for.The school has developed productive partnerships with local and sister schools. It also works with community groups such as health professionals and seeks advice from the Injaz Company to support students' enterprise and financial literacy skills. The school has formed links with international educational institutions which have helped to develop effective curriculum and assessment processes.	
Governance	Good
<ul style="list-style-type: none">The governing board includes representatives from all stakeholders, including the BEAM organisation, parents and students. They seek the views of parents and students to gain knowledge about the school and respond positively to their comments and suggestions. Governors check the school's work and hold leaders accountable for students' outcomes and performance. Governors review targets for the school leaders, and provide constructive support for the school's leadership and staff. They have yet to review the quality of training programmes provided to meet the needs of all teachers. Governors ensure that sufficient staffing and resources are provided and that all statutory requirements are met.	



Management, staffing, facilities and resources	Very Good
<ul style="list-style-type: none">The well-organised day-to-day management of the school and its routines impact positively on students' personal development and wellbeing. Teachers are suitably qualified and have regular professional development opportunities. A minority of teachers and middle leaders have not received specific training to help them further improve their teaching and leadership skills. There are high quality premises and facilities, including science laboratories, libraries, a sensory room and outdoor play areas. Resources are plentiful and well deployed to support teaching and learning.	
Areas of Strength:	
<ul style="list-style-type: none">The clear vision and strategic direction of leaders and partnerships with parents and the community.The management of the day-to-day routines and processes of the school.	
Areas for Improvement:	
<ul style="list-style-type: none">Leaders' effectiveness in further improving the quality of teaching and use of assessment by a minority of teachers who are not yet consistently good.Leaders' provision of bespoke training to meet the developmental needs of a few teachers and middle leaders.	

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The staffing provision for teaching Arabic across the school is 25 teachers with a teacher-to-student ratio of 1:21
- There are approximately 4,000 books for Arabic readers in the school's library, including fiction and non-fiction books. In Elementary and Middle, students attend the library for up to two sessions each week to read with their teachers in Arabic. In KG1 and 2, children have access to books in Arabic to read in their classrooms. Across the school, children and students have access to an online reading programme and notebooks, known as Floating Copybooks, to develop their reading, comprehension and writing skills.
- Every term, the Arabic department organises a reading week and competitions within the school and beyond to highlight to students the importance of reading and comprehension, including the recitation of the Holy Qur'an to improve their fluency and Tajweed rules.



- Teachers of Arabic encourage parents to read with their children at home. Students enjoy reading with their teachers and peers. Parents are welcome to read to their children's class with the supervision of the teachers, especially in KG and the lower grades of Elementary.

The school's use of external benchmarking data

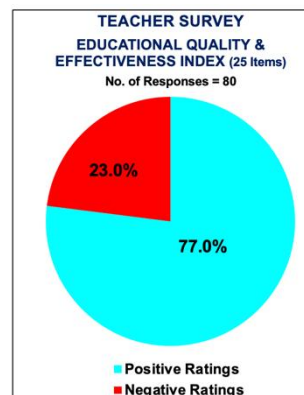
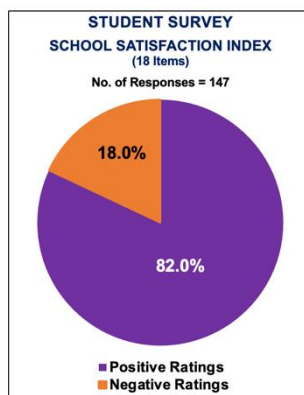
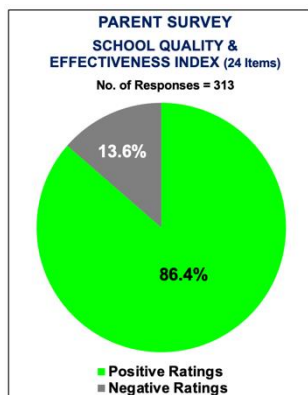
- The school participates in TALA assessments for students from Grades 3 to 6, and results suggest attainment overall is acceptable. In English, mathematics and science students participate in MAP assessment and the results indicate students' academic growth is at least good overall.
- Teachers of mathematics and science have attended training to help them further improve their teaching practices to promote critical thinking and problem-solving. Students have the opportunity to discuss how to assess their learning and to focus on certain targets, for example, reading comprehension, reading carefully and understanding instructions.
- Students know their scores in tests and examinations and talk about the tasks that will support them in their future assessments. Teachers share the MAP international benchmarking assessment results with students and their parents through orientation meetings, open evenings, and the school's website.

Provision for KG

- The school has a Pre-kindergarten (Pre-KG) provision that consists of one class, one teacher and a classroom assistant. There are 24 children in Pre-KG and children have access to the same facilities as other children in the KG. Children enjoy a range of activities in their classroom and outdoors.
- The school has 14 classes in KG1 and KG2 with 15 teachers; each class has two full-time teaching assistants to support learning in English. The teacher to child ratio is 1:23 in both KG1 and KG2. The Head of KG visits classes and provides support for individual children and works as a close link with parents and external agencies, for instance, to provide guidance for parents on speech and language therapy and psychology.
- KG classrooms are spacious, bright, well-ventilated and each classroom benefits from an outdoor area to allow free flow from the classrooms to the outdoors. Classrooms are well-equipped with a range of resources, including books, computers, puzzles, construction kits and practical tools. In the activity room, children have the opportunity to choose activities and to follow their interests. The outdoor facilities are of high quality and include a wide range of climbing frames, slides and tunnels.
- The KG department encourages parents and their children to visit school before their starting date. Parent orientation and regular newsletters keep parents fully informed about the routines and the school's expectations. Transition arrangements from KG2 to Grade 1 enable children to meet their teachers and to visit their new classes before the beginning of the academic year.



VIEWS OF STAKEHOLDERS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement across the school in all subjects and phases by:
 - developing writing skills in AFL and ASL and taking part in discussions in ASL; and in English, strengthening reading and reading comprehension skills as well as writing using correct grammar.
 - referring to the Holy Qur'an and the Noble Hadeeth to support their opinions; and in social studies, gaining a deeper awareness of the growth in the region.
 - forming numbers correctly in KG and developing reasoning skills in mathematics and applying scientific methods in Elementary and Middle.
 - developing critical thinking, problem-solving and innovation skills.
- Improve the impact of teaching and assessment on achievement by:
 - ensuring that all teachers use assessment data to plan lessons that cater for the needs and abilities of the different groups of students, particularly the higher attaining and G&T students.
 - ensuring that teachers share the best practice that exists in school and to promote innovation and problem-solving skills.
 - ensuring that teachers mark students' written work and give them constructive suggestions on how to improve the quality of their work.
- Improve the impact of leadership and management on students' outcomes by:
 - providing training for teachers in using assessment data when planning lessons.
 - offering extra support, specific training and mentoring for middle leaders so that they know how to effectively hold teachers accountable for students' performance.



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

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

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

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