



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)

American Private School of Kalba
4th to 7th 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	166
	School location	Kalba, Sharjah
	Establishment date	2018
	Language of instruction	English
	School Curriculum	American
	Accreditation body	AiAA, COGIA
	Examination Board	N/A
	External Assessments International and Curriculum Benchmark Assessments	Emirate Standard Assessment Tests (EmSAT), Cognitive Assessment Tests (CAT4), Trends in International Mathematics and Science Study (TIMSS), Programme for International Student Assessment (PISA), International Benchmark Test for Arabic Studies (IBT).
Staff	Fee Range	AED 16,000 to AED 22,000
	Principal	Kerry Campbell
	Chair of board of governors	Azza Faisal Bin Khalifa
	Total number of teachers	48
	Total number of teaching assistants	0
Students	Turnover rate	2.08%
	Teacher: student ratio	1:14
	Total number of students	678
	Total number of students per phase	KG - Phase 1: 0 Elementary - Phase 2: 0 Middle - Phase 3: 224 High - Phase 4: 454
	Pre-KG: number and gender	Boys: 0 Girls: 0
	KG: number and gender	Boys: 0 Girls: 0
	Elementary: number and gender	Boys: 0 Girls: 0
	Middle: number and gender	Boys: 105 Girls: 119
	High: number and gender	Boys: 199 Girls: 255
	Total number of Emirati students	591
	Pre-KG: Emirati number and gender	Boys: 0 Girls: 0
	KG: Emirati number and gender	Boys: 0 Girls: 0

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	Elementary: Emirati number and gender	Boys: 0	Girls: 0
	Middle: Emirati number and gender	Boys: 95	Girls: 105
	High: Emirati number and gender	Boys: 167	Girls: 224
	Nationality groups (largest first)	1. Emirati 2. Egyptian	
	Total number of students with special educational needs	1	



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
GOOD	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of five reviewers' 95 lesson observations, 28 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 has maintained the same judgement from the previous review. The school now has two acting vice principals. Staff stability across the school has supported the development of a whole school approach to strategic planning. Both the governing board and parents support the school through strong collaboration. The school's improvement plan has led to timely improvements in most subjects across all phases. Teaching effectively enables students to achieve well in most subjects with their performance in external assessments, especially IBT, beginning to show improvement. Students' relationships, attitudes to learning and work ethic remain positive. Students deep understanding of national and Islamic values and their involvement in innovation and enterprise activities, are key strengths. The school has very good procedures in place for the safeguarding and protection of all students. The school's learning environment and facilities are very well maintained and support students' academic and personal development well.

KEY AREAS OF STRENGTH:

- Students' good achievement in most subjects.
- Students' deep understanding of national and Islamic values.
- Student's highly positive work ethic and their involvement in innovation and enterprise activities.
- Students' strongly positive attitudes, behaviour and relationships.
- The quality of teaching in almost all subjects.
- The school's very good arrangements for the health, care and safeguarding of students.
- The leaders' vision for the school and the dedicated support of parents and governors.

KEY AREAS FOR IMPROVEMENT:

- Students' attainment in Arabic across the school.
- Students' achievement in English and science in the Middle Phase.
- Teachers' use of assessment data to inform lesson planning to adapt the curriculum to meet the learning needs of all groups of students more effectively.

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MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

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

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Islamic Education

- Students' achievement in Islamic Education is good overall. The school's internal assessments indicate outstanding progress across both Middle and High. This does not match with what was observed in lessons and in students' work where the majority of students make better than expected progress across the phases.
- Internal assessments indicate most students across the phases attain above curriculum standards, which is outstanding. This is not reflected in lesson observations and in students' work, where the majority of students in Middle and High attain above curriculum expectations. No external data is available for Islamic Education.
- In Middle, most students show an understanding of Islamic values, deduce the main prophetic guidance in the prescribed Noble Hadeeth and relate it to their own lives. They understand and apply age-appropriate etiquettes of dialogue and purification and recite the Holy Qur'an. Only a minority apply age-appropriate Tajweed rules. In High, the majority recite prescribed verses of the Holy Qur'an, infer the rulings and guidelines in the Noble Hadeeth, identify the importance of Hajj for Muslims, compare divorce and khula, and discuss solar and lunar eclipse prayer steps. Only a minority can provide evidence supporting their answers from the Holy Qur'an and Sunnah.
- Overall, most of groups of students make similar rates of progress. There are no significant differences between the progress of boys and girls or Emirati and other nationalities.

Areas of Strength

- Students' understanding and application of Islamic etiquettes in Middle.
- Students' understanding of the main vocabulary in the Noble Hadeeth and the overall value, in High.

Areas for Improvement

- Students' understanding and application of age-appropriate Tajweed rules in Middle.
- Students' ability to provide evidence supporting their answers from the Holy Qur'an and Sunnah in High.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic as a First Language (AFL) is good overall the school's internal data indicates that most students in Middle and High make outstanding progress. This does not match with what was seen in lessons and in students' work where the majority of students make better than expected progress in both phases.Internal assessment data indicates attainment is outstanding across the two phases. This does not match with that was seen in lessons and students' recent work, which shows that most students attain in line with curriculum standards. The most recent IBT results indicate for students in Middle and High were above the national and international standards. Middle students' results in the TALA test were in line with international standards.In Middle, students can extract meaning and determine the main idea in a variety of literary texts. While they write persuasive texts using key words, only a minority use age-appropriate modern standard Arabic to express their views in discussions. In High, students can analyse literature texts. A minority of students are able to demonstrate their knowledge of a topic by making presentations on significant literary or scientific figures. Overall, the majority of groups of students make better than expected progress. Higher attaining students make better than expected progress.There are no significant differences in the progress of boys and girls, or between Emirati and other groups of students.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' ability to confidently determine the main ideas in a variety of literary texts in Middle.	<ul style="list-style-type: none">Students' use of modern standard Arabic in Middle.Students' ability to make informative and fluent presentations, using modern standard Arabic in High.



Social Studies

- Students' achievement in social studies is good overall. School internal assessments indicate that students make outstanding progress in Middle and High. This does not match with what was seen in lessons and students' work where the majority of students make better than expected progress in both phases.
- Internal assessments indicate that most students across both phases attain above curriculum standards, which is outstanding. This is not seen in lessons and in students' work where the majority of students attain above curriculum expectations in both phases. There are no external assessments for social studies.
- In Middle, students can identify new concepts, discuss the ties of unity among Emiratis in the UAE. They suggest reasons for population growth and analyse the factors affecting population distribution. Only a minority can explain the relevance of population movement in a country's development. In High, students can identify the importance of the geographical location of the Arab world, explain the advantages of its' vast area. Only a minority can relate geographical location to the region's climate.
- Overall, most of groups of students make good progress. Higher attaining students make better than expected progress. There is no significant difference between boys and girls or between Emiratis and other groups of students.

Areas of Strength

- Students' understanding of the reasons for population growth and analysis of the factors affecting population distribution in the UAE in Middle.
- Students' skills in identifying the geographical importance of the Arab world location in High.

Areas for Improvement

- Students' understanding of the significance of population movement in a country's development in Middle.
- Students' understanding of the relationship of geographical location to regional climate in High.



English	<ul style="list-style-type: none">Students' achievement in English is acceptable overall. Students' achievement is acceptable in Middle and good in High. Internal data shows that all students make outstanding progress. This does not match what is seen in lessons and in students' work, which indicates that most students in Middle make expected progress and the majority of students make better than expected progress in High.The school's analysis of internal data shows that attainment is outstanding in both phases. This does not match with what is seen in lessons and students' work, where most students attain in line with curriculum standards in Middle and the majority of students attain above curriculum standards in High. External PISA data for 2022 showed reading to be weak. The MAP data indicates acceptable attainment in Grades 7, 8 and 9, and the 2023 Grade 12 EmSAT data showed attainment to be acceptable.In Middle, students develop their reading, speaking, and writing skills and can analyse the structures of poems, different texts and literacy devices. They have confidence when discussing and writing their own stories. Boys in Middle are less creative in their extended writing and in their ability to express themselves fluently and communicate effectively with their classmates. By High, students use these skills to structure their thoughts and provide strong argumentative points in debates and role plays. Students' comprehension of literature allows them to compare historical figures and structure sentences using high level vocabulary. They respond confidently to higher order questioning.Overall, most groups of students, particularly girls, make the expected progress in Middle and most groups of students in High make better than expected progress. Lower and higher-attaining students in both phases do not always make progress in line with peers.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' ability to express themselves and communicate effectively in High.Students' literacy skills and use of high-level vocabulary in High.	<ul style="list-style-type: none">The extended and creative writing skills of boys in Middle.The ability of boys in Middle to express themselves fluently.



Mathematics

- Students' achievement in mathematics is good overall. In lessons and in their work, the majority of students in Middle and High make better than expected progress.
- The school's internal assessment data indicates outstanding attainment in both phases. This does not match what is seen in lessons and in students' work, where the majority of students attain above curriculum standards. The MAP results for Middle and High students, show good attainment. The 2022 PISA results show weak attainment for the students who took the test.
- Students in Middle can compute percentages to determine a selling price from a wholesale cost, taking into consideration tax rates, overheads and profit margins. They can compute slope given a table or a graph. A minority have an insecure knowledge of percentages, in converting percentages to decimals and in computing for the slope of line, particularly in the boys' classes in Middle. In High, students know the slope intercept, solving radical equations and inequalities. They have less mastery in solving equations using the quadratic equation and formula. Students' ability to carry out mental mathematical calculation is underdeveloped.
- Overall, most of all groups of students make better than expected progress.

Areas of Strength

- Students' capability in operations of numbers in algebra and solving simple equations involving percentages and progression in both phases.
- Students' understanding of change and relationships in linear equations in High.

Areas for Improvement

- Students' mental mathematical calculations in Middle.
- Students' use of quadratic formula and equations to solve problems in High.



Science	<ul style="list-style-type: none">Students' achievement in science is good overall. In lessons and in their work seen, the majority of students make better than expected progress in both phases.Internal assessment data for Middle and High indicates outstanding attainment in both phases. This does not align with what is seen in lessons and students' work, where most attain in line with curriculum standards. External assessment data shows that most students in Grade 12 attain levels that will enable them access to higher education.Overall, the majority of students make better than expected progress in physical and life sciences across both phases. In Middle, students learn about food chains. They work in groups to understand how living things are mutually dependent and can describe complex food webs. In High, students work collaboratively and enthusiastically to explore how DNA tests are used to solve crimes. Students can complete chemical titrations to find the strength of acids and alkalis. Students can successfully follow the scientific methods of prediction, observation and deriving conclusions. Students' practical skills are acceptable in the majority of lessons. In both phases, students use technology effectively to support their learning. In Middle, a minority of boys find that their limited reading and writing skills can be a barrier to understanding scientific concepts.All groups of students make good progress in both phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' good progress in physical and life sciences across the school.Students' understanding of physical and life sciences in High.	<ul style="list-style-type: none">Students' practical science skills in Middle.Boys' ability to read and write scientific text in Middle.



Other subjects

- Students' achievement in other subjects is good overall. The other subjects sampled in the review are art, information technology (IT), physical education (PE), history, economics, French and business studies. The majority of student make better than expected progress in lessons in both phases.
- Internal assessment data indicates that most students attain above curriculum standards. There is no external assessment data available to analyse and compare students' performance in these subjects.
- In PE in Grade 7 boys participate in football. They are able to take their pulse before and after the warm-up exercises. Most know how to pass the ball, receive it from a teammate, turn in either direction and pass to a third teammate. Some clearly demonstrate this capability but in others this level of ball control has yet to develop fully. In art in Grade 7, girls use their imagination to design collages using a range of different materials to depict the personal qualities of the group members. In Grade 8 French, most students can ask the question, 'How are you?' in the language. They can read a range of responses to this question and are improving their fluency. Students in Grade 10 history know the difference between capitalism and socialism and can explain impact of these systems on the operation of small businesses. In Grade 12 business studies, students make well informed presentations about business cycles. They are able to confidently explain the life cycle of a product, such as a mobile phone.
- A larger proportion of girls make better than expected progress in lessons in both phases than boys.

Areas of Strength

- Students' quality of artwork displayed around the school.
- Students' progress in business studies in Grade 12.

Areas for Improvement

- Students' football skills in Grade 7.
- Students' abilities to write and speak fluently in Grade 8 French lessons.



Learning Skills	<ul style="list-style-type: none">Students' learning skills are good overall across both phases. Students enjoy learning and take increasing responsibility for their learning. They interact well with each other and with their teachers in a positive way.When given the opportunity, they collaborate well. For example, in English, students work together to create stories and prepare arguments for debate. Students in High can communicate their learning. This is not a consistent feature in Middle.Across the school, students make clear connections between their learning and the world around them. For example, students make strong links to the USA through the curriculum, and the recent presidential election provided a focus for topics in English on founding presidents. Links are also made through topics related to the UAE.Critical thinking and problem-solving skills are developing features of learning. These are more common features in High where students respond well to higher order questioning, leading to meaningful discussion. Most students can find things out for themselves and use technology well to support their learning.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' positive attitudes to learning in both phases.Students' collaborative skills, particularly in High.	<ul style="list-style-type: none">The development of students' communication skills in Middle.Students critical thinking and problem-solving skills in Middle.



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

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

Indicators:	KG	Elementary	Middle	High
Personal development	N/A	N/A	Good	Very Good
<ul style="list-style-type: none">Students' personal and social development is very good overall. In Middle, students are usually self-disciplined and respond well to others. In High, students' positive behaviour contributes to a productive and stimulating learning environment.Students are sensitive to the needs of others and willingly help each other. Relationships between students and staff are respectful and considerate. Incidents of bullying are very rare.Students demonstrate a sound understanding of healthy eating and most make well-informed healthy choices. Students participate in sporting activities such as basketball, football and netball, which support their health and wellbeing.Students' attendance is very good at 97%. A small number of boys are regularly late to school.				
Understanding of Islamic values and awareness of Emirati and world cultures	N/A	N/A	Very Good	Very Good
<ul style="list-style-type: none">Students demonstrate a secure appreciation and understanding of Islamic values and how these influence life in the UAE. Throughout the school, students willingly volunteer for service within the local community including helping with The Holy Month of Ramadan breakfasts and supporting the UAE Red Crescent Society.Students are knowledgeable about the traditions and heritage of the UAE and can talk confidently about these in assemblies and school events. They work closely with the local community to support tree planting in the Khor Kalba Mangrove Reserve.Students are knowledgeable and respectful of their own and other cultures. They participate in a range of assemblies, events and visits to deepen their understanding and appreciation of				

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other people and places. For example, students from Grades 8 to 12 are traveling to Japan to explore the life and culture of the country.

Social responsibility and innovation skills	N/A	N/A	Very Good	Very Good
<ul style="list-style-type: none">Students willingly contribute and volunteer within the school and the local community. The school council is active and meets regularly to develop ideas that support innovation and sustainability. There is a close relationship between students and local community which is strengthened through activities such as Grandparents Day.Students demonstrate a very positive work ethic, and they are often innovative and creative. Students have entered innovation events at the University of Science and Technology, including the designing and construction of devices that can help people with sight impairment. Students have also participated in the Sustainability Research Forum and UNICEF sustainability events.Students have a deep appreciation of their local environment and have been active participants with the Emirates Environmental Group. The school gained first prize in a water sustainability event run by the University of Sharjah. Grade 10 students participated in the mangrove cultivation event run by Sharjah's Environment and Protected Areas Authority.				
Areas of Strength:				
<ul style="list-style-type: none">Students' appreciation of the role and values of Islam in UAE society in both phases.Students' willingness to volunteer in the school and local community across the school.				
Areas for Improvement:				
<ul style="list-style-type: none">The punctuality of boys at the start of the day.				

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Elementary	Middle	High
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Teaching for effective learning	N/A	N/A	Good	Good
<ul style="list-style-type: none">The overall quality of teaching for effective learning and assessment is good.Most teachers have secure subject knowledge and understand how students learn. They attend a range of internal and external training events to develop their teaching skills and apply their knowledge in lessons. Most plan and use a variety of approaches and resources including group work, paired work, presenting and debates to create positive environments where students are interested and successful learners. This is not always seen in a few lessons across both phases.Teacher and student interactions are positive. The use of probing higher order questioning in the upper grades promotes deeper thinking and considered responses, for example, when discussing the effects of world conflicts and different debating techniques in High. Teachers encourage students to share ideas and solutions. For example, when solving mathematical problems or discussing scientific methods.In most lessons, learning activities provide and an appropriate level of challenge and support to adequately meet the needs of individuals and groups of students, particularly in the Arabic medium subjects. In a few lessons, work is not always well matched to students' needs and abilities. Most teachers systematically develop students' critical thinking, problem solving and independent learning skills. This is most consistently seen in High.				
Assessment	N/A	N/A	Good	Good
<ul style="list-style-type: none">Internal assessment processes provide detailed information on students' attainment and progress. They show students make outstanding progress when measured against the school's curriculum. The school uses a range of external tests and examinations to give additional attainment and progress data in English, mathematics and science. The external data does not align with internal assessments. External assessments are used at key points to measure progress and attainment in Arabic.Assessment information is analysed and used in the planning of the curriculum. Detailed data on each student is available to all teachers. The use of this data in lesson planning is inconsistent across the school.The written feedback given to students on the quality of their work varies. The most effective includes constructive comments on the standard of the work and how it can be improved. This is not consistent across subjects and phases. Students participate in assessing their				

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own work and teachers attach a self-assessment grid to the end of students' written work. This helps students to know how well they are doing and what they need to do to improve.

Areas of Strength:

- Teachers' use of a variety of resources and teaching approaches across the school.
- Teachers' encouragement of students in both phases to discuss and share ideas and solutions to problems.

Areas for Improvement:

- Consistency in the use of assessment data to inform lesson planning and the matching of learning activities to the needs and ability levels of students in both phases.

PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

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

- The overall quality of the curriculum is good. The curriculum is broad and balanced and follows all statutory requirements aligned to the Common Core State Standards (CCSS), the NGSS standards for science and the MoE syllabuses for Arabic, Islamic Education and social studies. The curriculum is planned effectively to ensure continuity and progression in students' learning. Planning is guided by the outcomes of baseline assessment at the beginning of the academic year and the analysis of school-based examinations, supported by the grade textbooks.
- A range of curricular options provide students in High with choices to cater for career aspirations and continuing education options. The recently introduced Advanced Placement courses in mathematics and the sciences, and courses in economics, history and geography in High provide greater challenge for students. Options are not available in Middle. Cross-curricular links are meaningful and planned as part of annual reviews. In most lessons teacher's use real life examples to assist students transfer of learning between subjects for example historical events in the USA mapped with the English curriculum.



<ul style="list-style-type: none">A full curriculum review takes place annually which incorporates any new standards. Additional subject reviews take place termly. Assessment data is analysed to ensure provision is appropriate and meets most students' academic and personal development needs. For example, the introduction of the new AP and subjects in High, and the introduction of MAP questions in all core subjects to ensure students are confident with the format, style and content of the tests.				
Curriculum adaptation	N/A	N/A	Acceptable	Acceptable
<ul style="list-style-type: none">Curriculum adaptation is acceptable overall. Adequate curriculum modifications are made to meet the needs of most groups of students. The modifications do not consistently ensure sufficient support for lower attaining students or sufficient challenge for higher attaining students, particularly in English.The school provides a wide range of extra-curricular activities and competitions to further develop students' personal and wider interests. Weekly lessons incorporate activities such as entrepreneurship, 'Synergy Minds' (innovation), 'Mathalon', and baking. The curriculum includes opportunities for the promotion of enterprise, innovation, and critical thinking across the school. For example, Grade 12 boys won a prize recently for developing a SMART trolley for individuals with sight impairment as part of innovation.The curriculum incorporates appropriate experiences to develop students' knowledge and understanding of UAE heritage, Emirati culture, and Islamic values, for example Holy Qur'an recitation at morning assembly. Islamic values are integrated in all aspects of students' lives through assemblies, lessons and the celebration of national festivals and events.				
Areas of Strength:				
<ul style="list-style-type: none">Curriculum planning and mapping of subjects in both phases.Opportunities for students in both phases to take part in a range of extra curricula activities.				
Areas for Improvement:				
<ul style="list-style-type: none">The modification of the curriculum to meet the individual needs of all students across both phases.The provision of curricular choices for students in Middle.				

PERFORMANCE STANDARD 5:

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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	N/A	N/A	Very Good	Very Good
<ul style="list-style-type: none">The protection, care, guidance and support of students are very good overall. All staff are trained in safeguarding and child protection procedures. These are communicated regularly to all staff and parents. Students feel safe and have the confidence to report any incidents of bullying or any other personal concerns to responsible adults in school. The school provides a very hygienic, secure environment. Rigorous risk assessments are carried out for all activities within and outside school activities. All safety requirements, including fire drills, canteen checks, laboratory waste disposal, maintenance of firefighting equipment, pest control, lifts, water tank checks and staff and outsourced personnel qualifications, are checked.The school is very well-maintained, and all records of maintenance, repairs, incidents and actions taken, are securely maintained and comprehensive. The school premises, resources, and facilities provide inclusive access and fully complement the learning environment for students.The school systematically promotes safe and healthy living through workshops for students and parents led by the medical personnel, who conduct vaccinations activities and monitor students' health and wellbeing. The impact of actions to promote students' health, such as tackling obesity, has yet to be fully evaluated.				
Care and support	N/A	N/A	Good	Good
<ul style="list-style-type: none">Staff have very positive relationships with students and the systems for managing and monitoring behaviour throughout the school are effective. They are based on a code of conduct that is well-understood by students, parents, and staff.The computerized system for managing attendance and punctuality is effective.				



- The school has appropriate systems to identify students who are gifted and talented. Systems for the identification of students with SEN rely solely on external medical certification.
- The level of challenge and support for gifted and talented (G&T) students remains variable. In lessons, the needs of these students are not always recognised. Students who are gifted in sports and the arts rely mostly on external clubs to meet their needs.
- The school has a reliable system for monitoring the personal development and wellbeing of students. It provides effective guidance and advice for older students in terms of subject choices in High and pathways to higher education. Students attend education fairs and speakers from local universities visit and talk to students about university applications and courses.

Areas of Strength:

- Staff and student relationships and behaviour management in both phases.
- The promotion of students' good attendance across the school.

Areas for Improvement:

- The effective identification of students with SEN and support for G&T students across the school.

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. Leaders at all levels, led by a committed principal, set a clear strategic direction for the school. The two acting vice principals provide effective role models for all other leaders in the school. There is a clear vision and direction for the school, shared by all stakeholders, to promote innovative education for all students. Senior leaders are committed to the UAE National and Emirate priorities and inclusion.



<p>Professional relationships throughout the school result in positive morale. Staff turnover rates are very low.</p> <ul style="list-style-type: none">Almost all leaders demonstrate a secure understanding of the curriculum and know best practices in teaching, learning and assessment. Leaders have a basic understanding of the UAE School Inspection Framework and how this relates to ongoing improvement. They know the importance of understanding assessment data and its relevance to raising students' achievement.	
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none">Leaders at all levels recognise the importance of a whole school approach to self-evaluation, that involves all stakeholders. The school's evaluation processes are not yet fully systematic in the use of internal and external assessment data. The school knows its strengths and areas where improvement is needed. The three key improvement priorities, identified in the last review, have been tackled successfully. The school has an effective policy for teaching and learning and a whole school approach to lesson planning, although this is not entirely consistent in practice. The action of leaders to sustain improvements since the last review, demonstrate their capacity to further improve the school.	
Partnerships with parents and the community	Good
<ul style="list-style-type: none">The school's successful partnerships with parents and the community remains a positive feature of the school. Parents are kept well informed. Their views are welcomed, and they contribute effectively to school improvement planning. They feel that leaders and teachers are readily available if they have any concerns. Parents value the regular reports they receive from the school which provide clear details of the students' academic progress and their personal and social development.The school has a wide range of links with local community organisations in which students engage energetically. Teams from the school participate in a wide range of exhibitions and competitions in Sharjah and across the UAE. Groups have travelled to countries in other parts of the world. The school benefits from its partnership with a neighbouring UK curriculum school.	
Governance	Good
<ul style="list-style-type: none">Governance is representative of all stakeholders including the parents, the local community and the school's owners. The governing board has a positive and constructive influence on the school leadership team and ensures that staffing and resources meet the requirements of the curriculum.	

**School Performance Review of American Private School of Kalba
4 to 7 November 2024**



The school's previous review has been monitored by governors to confirm that the actions specified, and the expected outcomes have been achieved. Each group of stakeholders is enabled to make its own specific contribution to students' personal development, learning and overall performance.

Management, staffing, facilities and resources

Very Good

- The day-to-day management of the school is effective and efficient with well organised routines. These are adhered to by all. These routines have a positive impact on students' wellbeing and independence. The school has sufficient appropriately qualified teachers with the relevant subject and phase expertise. There is a good range of training available for the staff, most of which leads to improvements in teaching. The school's premises provide a safe, clean and pleasant environment which is very well maintained and conducive to effective learning. New specialist facilities and resources are available to support the learning needs of students with SEN.

Areas of Strength:

- The school's strategic governance leads to improvements.
- The strong partnerships with parents and the community.

Areas for Improvement:

- Extending leaders' understanding of the UAE School Inspection Framework.
- The use of internal and external assessment data in the school self-evaluation process.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 6 Arabic language teachers across Grades 7 to 12, giving a teacher to student ratio of 1:113. The school recognises the importance of Arabic within the MoE requirements by providing extra activities to promote reading in Arabic.
- The school has two small libraries of 3,590 books in Arabic and English languages. The libraries include different resources for Arabic including fiction, non-fiction, and story books at different levels. Students visit the library on a regular basis, with their teachers every two weeks, and during breaktimes.



- Reading in Arabic is supported in through a variety of activities and initiatives. Students have access to an electronic library that includes a large stock of books at different levels. This supports the development of students' reading skills and reading comprehension.
- Extra-curricular activities extend the provision to support Arabic. These include quizzes and the use of a wide range of video and digital resources. There are high levels of participation in whole-school competitions and in competitions and exhibitions run by other organisations across the UAE.

The school's use of external benchmarking data

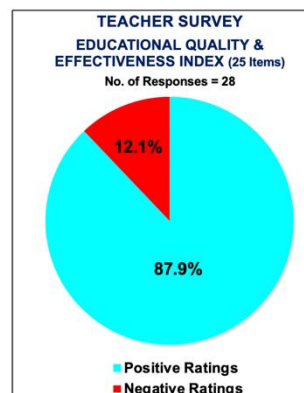
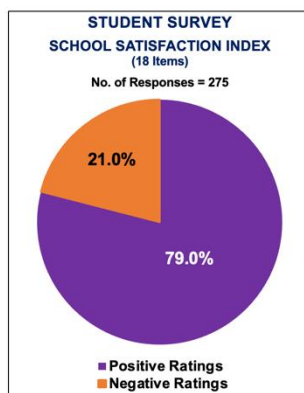
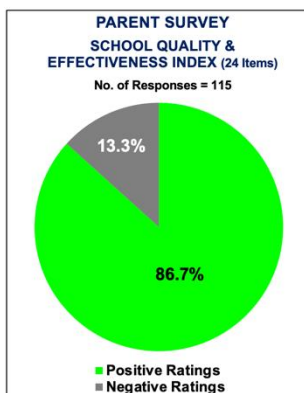
- The proportion of students taking international tests and examinations is compliant with SPEA requirements. The first two phases of the TALA Arabic test (January and June) included all Arab students in Grades 7 to 11.
- Students are prepared carefully for these tests and the school timetables include additional lessons and practice assignments. Parents are well informed about the significance of these assessments.
- Students are provided with the results of benchmark tests and plot these on personal target sheets.
- CAT4, MAP and IBT reports are shared with parents and the findings are explained during individual meetings with parents and students. The school's performance in all benchmark testing is communicated to parents on an electronic messaging service along with an explanatory video.

Provision for KG

- The school does not have provision for KG.



VIEWS OF STAKEHOLDERS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in Arabic, English and science in the Middle Phase by:
 - providing clear analysis of data to identify the gaps in students' knowledge, skills and understanding across the school.
 - setting a clear strategic plan for improvement, shared with all staff in each subject department.
 - providing suitable training to support the improvement goals.
 - ensuring that teaching is focused on improving students' oracy and language skills across both phases.
 - monitoring the progress being made by students and adjusting teaching as required.
 - ensuring that adaptations are made to the curriculum to meet the individual needs of all students across both phases.
- Improve teachers' use of assessment data to support the different learning needs of individual students by:
 - continuing the professional development training for teachers to analyse and identify the learning needs of different groups of students accurately, particularly students with SEN and G&T students.
 - ensuring teachers use of student performance data to plan learning tasks that are aimed appropriately to address the gaps in students learning.
 - ensuring that teachers use all the prior attainment data available to them in devising and providing learn activities which meet the learning needs of all groups of students.



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.